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OUTSIDE READING*

(*Author's summary.*—This is primarily a plea, made in connection with the subject of Outside Reading, for more widely prepared, and hence more enthusiastic French teachers. With the present tendencies toward mechanical efficiency, the author suggests a ten year moratorium on the study of methods while teachers devote themselves to this preparation.)

I SHOULD like to make one point clear in the beginning. While I have been asked to talk on *Outside Reading*, and hope to keep reasonably close to my subject, class reading and outside reading have so much in common in their aims, and are so closely connected, that much I shall say must apply to reading in general. Moreover, different conditions justify different practices. In some classes and schools much reading is done outside. In others, even in some that do a satisfactory amount, the reading is so handled that it might all be called class reading. I trust also that the great importance of *reading*, in teaching French in this country, is recognized today by any American group of French teachers. However, it has not always been so.

We inherited the teaching of modern languages from the Greek and Latin, and in the beginning took over very largely both the classic methods and the classics' teachers; and in those days, the puzzling intricacies of the French subjunctives, the large number and radical misbehavior of French verbs, and the deceptive shifts of French personal pronouns, which make end-runs on either side of the line, according to the mood of the speaker, were a godsend to teachers who thought chiefly of grammar and composition, and would have considered it heresy to read, in second year French, more pages than are found in the five books of Caesar.

* Paper read before foreign language teachers at the meeting of the Wisconsin State Teachers Association in Milwaukee, November, 1932.

Our students were first aroused from these soporific classrooms by the importation of the native French teacher, who knew at least how to speak his language—and too often knew only that. He introduced the old Natural Method, and American students everywhere spent happy days counting their fingers and toes in French, opening and closing doors and windows in French, and being entertained by the teacher with well-acted French stories, in cleverly chosen words, which suggested so regularly the English cognates or derivatives that, in those days, before anybody went to France to find out, thousands of our students thought they were understanding and speaking French. It was a painless time, without home-study, almost without books. Both were really banned until you had *learned* French.

The subject became so popular that the French importations for teaching were insufficient, and with a growing body of American teachers, constantly improving in their training, aims and methods to meet American conditions were gradually developed; and, before the war, reading had either become, or was rapidly coming to be recognized, an indispensable center for French instruction in America.

For a brief time the War, and the eager desire of half our population to learn enough spoken French to get to France—the returning soldiers and the floods of American tourists—again caused some confusion in this orderly evolution of French teaching in American schools, and, for a decade, many American texts and methods appeared which suspiciously recalled those happy talkative and studyless days of the second phase of our educational childhood mentioned above.

Today we seem back again in the middle of the road. It is recognized that we cannot teach French only for those who will visit France, or who need to speak French, important as that may be. For the great majority of our French students—and especially because of the brief time they give to the subject—the chief and surest values will be found through reading. Whatever else is done then—and other objects should be kept in mind—the French teacher should aim as quickly as possible to give his students a reading knowledge and to cultivate an interest in reading. Reading is again the center of our school instruction. Whatever may be the aims and methods of French instruction in other countries, where

contacts with France are closer, and the practical needs of the language more universal, I believe this will determine largely our methods in the United States.

To realize the extent to which this aim of reading must affect French teaching in America, one should recall the various purposes reading serves. First of all, it is a most valuable aid to a knowledge of the language in general, such as speaking and writing, and particularly to the acquirement of a vocabulary, and in the early stages it may be partly chosen and used for those purposes. While it is not certain that you can easily kill two birds with one stone—few of us ever really kill one in that way—nevertheless one stone may stir a whole flock of birds into action, and reading, especially early reading, is a very effective stimulus to interest in other aims. Second, a reading knowledge of French is, of course, an important and often a necessary acquirement for many practical and professional uses, and since such students are usually allowed only a minimum time for French study this attainment must be reached as directly and quickly as possible.

But the chief value of reading French to the great majority of our students, and the only one that justifies the numbers now studying French and which might justify even more, is its cultural purpose. By this is not meant simply its use for literary culture, important as that is, but all that it may contribute to a knowledge of the literary, artistic, social, and political life of one of the great countries with which we have had, and shall doubtless continue to have, most important relations. Its value here is almost unlimited, dependent only on the extent to which it may be used; and to realize these possibilities one should not forget that the teacher must not only secure an adequate reading knowledge for his students, but must also induce them to *continue* to read later, by arousing an interest in the literature and life of France. To accomplish this aim is to justify French instruction in America for large numbers of students. Without this attainment French would be justified in our schools as a subject of study by relatively few.

These statements concerning the importance and purposes of reading in French instruction in our schools and colleges should, today, be accepted as axiomatic, at least by French teachers, and the only real question is how to attain this aim. This suggests what I consider to be the heart of my subject; namely, the proper prepa-

ration for our teachers of French. The various purposes of reading just mentioned indicate how extensive and complex such preparation should be for the thoroughly adequate teacher.

I regret to say that, in my opinion at least, we still have in this country a lamentably small number of French teachers who have this full and adequate preparation. This is not necessarily a criticism of the teachers themselves, nor of their efforts. They have only done for the most part what has been demanded or expected of them. The real blame is to be placed on the lack of comprehension of the problem by the general public and the authorities who employ teachers, and, to some extent, on the faults of institutions and French departments which train these teachers.

For example, most school authorities, largely trained and nearly always aided and abetted by professors and departments of Education, quite regularly assume that if a candidate knows the language—is well trained in grammar, pronounces and reads it well, and can write and speak it to some extent—he is prepared to teach it, provided he has a considerable number of hours of pedagogy from someone who has no connection with French. It might as reasonably be held that ability to spell and punctuate in English guarantees that one will be a good English novelist.

It is true that such language training is basic or necessary—at least the French part of it is—but the candidate who has no training or vision beyond this is at most indifferently prepared for teaching first-year French, and even in that can be only a blind guide to his students, quite unable to indicate a goal, or furnish the inspiration to attain it.

Many more of our teachers would have a much richer preparation if more had been demanded, and if those who have prepared more adequately had not so often seen others, with this minimum or an even slighter equipment, preferred over themselves in making appointments. However, there is usually some consolation to be found in the most adverse situations, and it is to be hoped that the present critical conditions of unemployment will result in higher standards of training and fulfillment among language teachers. Personally I believe this is bound to result, to some extent at least, and that in the future more will be expected from our teachers both in seriousness of mission and of equipment.

However, I fear that our French departments which train

teachers—and practically all of them do to a greater or less extent—are not without notable weaknesses in this work and must share somewhat the blame. Even if we should assume that the preliminary and linguistic training was always good and adequate—which of course is far from true everywhere—it is certain that the highly essential advanced courses are frequently poorly adapted to meet ideally the teacher's needs, although, except for a few widely appealing cultural courses, the majority of these advanced courses are supported mainly by the enrollment in them of future teachers for our schools and colleges.

This faulty condition seems to be due largely to the tendency to offer advanced courses because they are wanted by a professor who is a specialist, interested in a certain man or limited field, rather than courses suitable to students who need a sound, well-rounded training, and further, to a system of faculty courtesy, that accepts these courses for teacher training at the same value as those which are undoubtedly more fundamental, a courtesy which may even actively aid in enlisting such a clientele for them. Certainly there are a number of excellent, scholarly courses of this sort that are a credit to American linguistic and literary scholarship and research, and which have their place, but they should not replace the more general and fundamental courses, essential to the teacher who, after all, cannot take the whole program.

But what should be an adequate program of preparation in French, in addition, of course, to that basic linguistic training mentioned above? Since the most of our students' reading is in the field of French literature, it is obvious first of all that the French teacher should be well trained in this field, and because he must be the mentor and guide of numerous students, with a wide variety of interests and tastes, the broadest training possible is demanded. Certainly it should cover the chief schools, *genres*, and authors of all modern literature, beginning, at latest, with the seventeenth century. The teacher must have a thorough grasp of the great classic period, since this is a time when France arrived at a certain maturity, with all of her racial and national traits strongly revealed. He must know the characteristics of classicism, must have read the great plays of Corneille, Racine, and Molière, must appreciate the perfection of the prose of Pascal.

He must also understand the work and rôle of such eighteenth

century writers and philosophers as Voltaire, Diderot, and Rousseau, who undermined the brilliant temple of seventeenth-century government and society, and struggled with the beautifully harmonious but inelastic mold of seventeenth-century art and literature, preparing the way for a new society and literature which were to develop in the nineteenth century, following the French revolution.

The teacher must know the chief names and works of Romanticism: Chateaubriand, Lamartine, Hugo, Sand, Vigny, Musset; must be able to explain their often brilliant but also highly uneven and imperfect performance; and especially should be able to separate the foreign and exotic qualities of Romanticism from what it has that is racially or typically French. He must be able to measure the course of the realistic novel by such milestones as Balzac, Flaubert, and Zola, until it spreads, in recent and contemporary times, into so many names, such as Maupassant, Daudet, Loti, Bourget, and Anatole France. He must see in Rostand the last brilliant flower of Romanticism, and be able to explain the evolution of the modern French theatre in its realistic, naturalistic, and more recent phases, and know the chief plays of a number of its dramatists, such as Dumas, Augier, Becque, Brieux, and CUREL.

But this is only a sample for the purpose of illustration and is not intended to be a syllabus for the study of French literature. However, one principle of such training should be especially emphasized. No live French teacher can be expected to get a completed equipment for his work while he is in college. It should be added to in every year of his service. But since this supplementary reading and study of the teacher is necessarily fragmentary, irregular, and usually without time or equipment for a long connected study, his training in college should be mainly devoted to the larger movements and to their interpretation, so that the future teacher will have a well-ordered classification in which to fit his individual readings or studies.

Nevertheless, what I dare say is most frequently the weakness in the French teacher's preparation is the absence of a sufficient knowledge of French history, thought, geography, social and industrial conditions, and political motives. All these factors should not only explain French literature, but literature, in its turn, should constantly serve to interpret and illuminate French life. Certainly

the teacher ought to know some of the other fields of French art in addition to literature, and not all of the teachers' or students' reading will be in pure literature. Many students in fact are more keenly interested in other branches of thought, and can best be inspired to work in those fields.

For example, has every French teacher read that supremely interesting and valuable *Vie de Pasteur* by Vallery-Radot? He should, and I would make no exceptions, and he should induce many of his students to read it either in the original French or in its English translation. Challenge your students with Pasteur. Ask them if they are aware that Pasteur has affected their own lives here in America more than any other man in modern times, more immediately perhaps than any other man. Explain to them how much modern sanitation, anti-toxin cures, preventive medicine owe to Pasteur's discoveries in the field of germs or microbes. They are all drinking pasteurized milk. Perhaps they are not all drinking wine—although this may also be changed very shortly—but they will all be interested to know how Pasteur saved the grape industry from threatened ruin. And most likely a majority of your class will be wearing silk stockings; and they might not be if Pasteur had not again saved the silk industry from a destruction that threatened to be complete.

And of course Pasteur is only a single example of the great influence of science on literature in the nineteenth and twentieth centuries. You cannot explain or understand French realistic and naturalistic literature without noting this extensive influence of science—realistic literature is the recognizable child of the modern natural sciences—and the names and works of such scientific philosophers and thinkers as Comte, Taine, Renan, Darwin, and more recently Bergson, have their indispensable place in a study of French literature.

Comte, who founded sociology, is largely responsible for the Realistic Social literature of at least a generation: the sociological novel of Balzac, and the social drama of Augier and the younger Dumas; Taine's doctrine of "la race, le milieu, le moment" has immensely affected literary conceptions and works ever since; Darwin and Evolution explain Naturalism, with its interest in the ape or animal in man; and the trend of very recent and contemporary literature, to turn away from the Realistic and Naturalistic fields,

is clearly influenced by more spiritualistic philosophers such as Bergson.

But we are not, or certainly should not be, teaching French literature solely for its aesthetic or artistic value. American students who make any serious study of the language and literature of a foreign country will be broader, more tolerant, better informed and better citizens of their own country, as well as better world citizens. Our understanding of, and good relations with, other countries depend on such a body. The real hope for world peace in the future rests on this: It is, or should be, the supreme mission and dignity of the foreign language teacher that he is never simply a *sprachmeister*, a mere language instructor, nor even purely a teacher of literature, but that he is in addition an international interpreter, a minister to promote sympathetic understanding and good will between countries and peoples.

To fulfill this mission should be the privilege and concern of every French teacher, in all his classes and relations with students from the first year to the most advanced graduate study. It is the living work of a personal teacher. Were it not so all-important, perhaps our language instruction might come to be given by machinery, with written texts and lectures, disseminated by radio loud-speakers, and with the results recorded by objective, automatically corrected examinations. It is this contribution of the live teacher that gives interest to the work for the student.

The field of the teacher here is as broad as the field of French life, but certainly it should be his particular concern to remove from the minds of his students the numerous misconceptions they may have of French life, to assist in understanding French industrial and economic conditions, to note French social ideals, and to give them keys to the French political policies and institutions, since these matters are of vital importance in our relations with France.

Take the matter of popular misconceptions. One could very well ask today whether the traditionally cordial feeling between France and the United States is not being threatened through their having been too friendly, fighting for each other, borrowing each other's money, and visiting together too much. We have had abundant personal contacts. For the past fifteen years we have all been going to France. So many citizens of one country were never in

history on the soil of another 3000 miles away. One would think that the French and the Americans should know and appreciate each other better than ever before. On the contrary, it is quite probable that we have mutually piled up, in these hasty contacts made by our soldiers and tourists, the greatest mass of personal misconception ever conceived of one people by another. As a result, the really competent authorities, who should be numerous enough with ordinary conditions to guide our public attitude toward each other, have become voices lost in a wilderness, a vast wilderness of superficially formed personal opinions, over which blows constantly the noisy and frequently biased wind of popular journalism. The only corrective to such hastily formed and usually erroneous judgments is that of an intimate and thorough knowledge.

Not all these faulty judgments are formed from casual personal observation such as that of our tourists. For example, I have rarely read a good treatment of French labor, industrial or economic problems, by an American economist. I hardly know one that the author himself would not surely disavow, if perchance he were compelled to spend a few years in France and learned the language, and came to understand the social ideas and philosophy of the French. In these cases the errors are due to the very natural practice of interpreting French industrial life in American terms and factors. How much less does an eight-hour day law mean in France where by far the greater number of workers are the members of the family of the proprietors of small businesses? In fact capital and labor in France can hardly come to blows in any great battle, because between every capitalist and laborer stand ten who are both capital and labor. We simply cannot understand French industrial life until we grasp thoroughly the fact that the key to it is the exceedingly large number of small businesses, and that it is not built primarily on credit but on cash. Hence its stubborn resistance to the present world-wide depression. Also, its small proprietors form an insuperable bulwark against communism. How could property be much more divided up in France than it is at present?

Our economists have criticized naturally the French distrust of machinery, the lost motions and small output of workers. The facts are true but the tendency, one might say the ideal, of the French has been to make two jobs grow where we consider there is soil for only one. Perhaps we are right. Although just now, with machine

overproduction menacing us, we are trying to do the same thing, but we should give the French credit for doing what they want to do. Many of our reformers are now seriously talking of a five or six-hour day to correct our overproduction. The French workman probably doesn't produce any more in ten hours than ours would, with machine aid, in five. But he takes it easy, probably uses two hours of it for luncheon, and seems to have a good time. And perhaps after all the longer hours keep him out of mischief.

And how different from ours is the typical French philosophy for individual happiness. Contentment depends on man's adjustment to his environment. We attempt to do this largely by making over our environment, striving to become richer, to rise in the world to another class. We are always *getting ready* to live and be happy, and rarely ever living. On the contrary, the Frenchman is inclined, perhaps too much so, to accept his environment and adjust himself to it. He seems to us unprogressive, but he enjoys life as he goes along. Again he has a different ideal, or perhaps rather a different system from ours.

Finally, how few American journalists or political writers understand French political life, although this naturally is of real importance in determining our national relations. M. Briand's ministry succeeds M. Poincaré's, and is in turn ousted by that of M. Herriott, in the course of a few years or even months, and our papers speak of it as if Mr. Hoover had been overthrown by Al Smith, who in turn was driven out by Norman Thomas, and expect a whole reversal of policy. In fact, it is often no more important than Mr. Hoover's removing Mr. Mellon as Secretary of the Treasury by sending him as Ambassador to England.

France has a dozen or more parties and the balance of any ministry is precarious, but like ourselves France is really swerved to the right or to the left by only two great party doctrines or principles, which like ours had their inception in the Revolution, at the beginning of the Republic. The Right, the conservatives, are inspired by the fear for national safety. France is a country of stationary population, bordered by countries of increasing numbers, and hence fears the overflow. In times of acute national danger or fear the Right rules. It believes in a stable, authoritative government, and is the special guardian of national safety. On the other hand, France became a Republic and a liberal nation by over-

throwing the privileged classes, the Royalists, the landed aristocracy, and the richly endowed church and clergy. It has also a deep-seated fear of the return of privilege. It keeps a jealous eye on the clergy and Royalists. This is the basic doctrine or feeling of the Left, of the liberals and radicals. If the fear for national safety is not acute, the government swings toward the Left. But with the multiplicity of parties, these swings are never complete—only a degree at a time—a ministry falls and the new ministry may have eight out of ten of the old.

However, any industrial or political sketch indicating the full scope of the French teacher's desirable equipment would have even less justification in this discussion than a literary syllabus, and again I remind you that these suggestions are offered merely as examples.

Obviously, then, to rise to the desired level of his important mission, the French teacher must know much beyond the mere language and literature; he must be well grounded in the history, geography, customs, ideals, and social and political life of France. The necessary background of this preparation may be given the French teacher in his French study in college, supplemented by his individual reading, but it is certainly a weakness of our teacher training that we do not always have, or require, closely connected, complementary courses in French literature, history, philosophy, geography, and civilization for our teachers.

But I must complete my inventory for the preparation of the French teacher and shall try to do so briefly. Since we are teaching American students, whose chief or sole equipment is based on American life, the French teacher must make a distinct effort to be and keep acquainted with the chief facts and ideas that furnish their minds. That he must have a corresponding knowledge of American life, history, and social conditions is certain. I believe also that it is most important for him to keep reasonably abreast with American reading and literature, from the *Saturday Evening Post* up. Every course in French literature or reading, given to American students, must be largely a comparative literature course. The student appreciates or judges a French work on the basis of this American acquired standards or taste. He will so translate these French values and the teacher must be able to do so too in order to reach him. And nothing makes this work more vital. I

believe too that nothing is more disappointing to the student than to have his French reading arouse in his mind some comparison with an American or English author or book, to go to his teacher full of enthusiasm for a discussion of this comparison, and to find the teacher wholly ignorant on the American side. I have read a number of American works, because of such questions from my students, and my only regrets have been for not doing so earlier.

Finally, to pass from these extensive fields of knowledge that must furnish the solid background of a teacher, I believe many of our teachers are not as thoroughly familiar as they should be with those French reading texts, edited for the use of American students, which, except for the really advanced student, furnish most of his actual reading. Hardly any future teachers, on graduation, have read as many as they should of these, and many have not after years of teaching, although these are the most immediately useful, and usually the most available of all such reading. The teacher ought to know from personal reading the books he asks his students to read outside the class. He must, to make the best assignments and get the best results, and the number of these school and college texts is considerable. One should not forget that he must choose such reading basing his choice on various factors: its simplicity or difficulty, its interest, its aid for other aims, and finally its literary or informative value. The experience of other teachers, and their statistics, are a most imperfect guide, and will cause many unfortunate assignments unless the teacher knows the work personally. The only sure guarantee of a good choice is to know yourself both the book and the student.

And last of all I should suggest something that may not seem so obvious. I believe it is highly desirable for the teacher to find and cultivate some field of literature or reading that he himself can like, can be enthusiastic over, can, so to speak, make his own. Such enthusiasm and interest, although it may apply specifically to a limited field, will spread into and inspire all his work. I know nothing so contagious as this enthusiasm. For example, for a number of years in our university department of French I collected figures on two matters: (1) what reading texts did the students enjoy most during the year? (2) from what instructors in second or third year reading courses did most of our majors or students in advanced courses come?

The evidence showed that the majority of students in certain classes often ranked very high in interest a text which had a much lower rank in general. I found regularly that this was due to the fact that the teacher of such classes had a particular enthusiasm for this work, or author, or perhaps this field.

Again, certain instructors year after year furnished an unusually high percentage of the students who majored or entered higher courses, and again the evidence was conclusive that these instructors were usually what might be called the enthusiasts, perhaps for certain fields, and they were not always the most thoroughly prepared in technique, nor the ones who would have been chosen as our best teachers. You may not be a universal genius, nor have the most catholic of tastes, but I believe, if you really love some of your work sincerely and deeply, this will inspire all of it.

This brings me to the last point I shall make with regard to the preparation of the French teacher. You may very naturally say that the program I have indicated seems too ambitious, and object that it would demand all his time, all his life. I admit that it would, or does. But after all, what do you live for? Surely it is not simply to instruct a hundred students each year, of the same sort, age, and mentality, over and over again, in order to sign your name to a sufficient number of checks to give you food and sleep to go on doing that. Obviously we are all more human or selfish than that, and desire to get as much contentment and happiness out of life for ourselves as possible.

I really know of no other way so sure, for the teacher of language and literature, as to levy for himself a part of the riches he is offering his students. We tell our students that these cultural subjects should not only make them better, more liberal and useful citizens, but that they should be a resource of enjoyment and contentment through life. How do we know, and how can we honestly say so unless they are such a source to us who are devoting our lives to them? And, if they are, this program is not too ambitious and we should not complain. We should rather feel fortunate that the more we have to sell to our students, the greater will be our own personal commissions. I really can't feel very sorry for the French teacher who has to read a great deal in order to be a good teacher.

Perhaps it would be more nearly an expression of my own convictions if I ended here, with the statement that I believe the one

thing we need most in order to attain this important aim of Reading with our students and give them a permanent interest in its values, is to encourage and train teachers along the lines indicated, and let them take care of the ways and means—the methods—as they think best in each individual case. If they are so equipped, and have no fatal inherent, temperamental handicap, I am sure they will be good teachers.

But, if for no other reason than to preserve traditions, I suppose I should say something about methods. Perhaps it may serve to provoke to thought or words someone who knows more about methods than I do. I do not know of any best method and cannot conceive that any fixed method is possible. The methods employed must be, first of all, the natural working out of the training, temperament, and ideas of each individual teacher, and this alone would mean great variety.

But even more, the methods of these teachers will vary greatly to meet the local conditions where they are teaching. Is your school or department large, highly organized, and well equipped, with a good library and other facilities? If so, you should work in the system and take all the advantage possible of the machinery, without, however, trusting your entire salvation to it. On the other hand, if your school is small and very inadequately supplied with such aids, you must first adapt your work to what you have. Often there are important compensations. There may not be so much time needed for turning the machinery, and you may not have so many students, and so will have a better chance to work with them personally.

Is there any school where it is not possible in some way to make enough French books available to furnish your students with reading? I know that important accessories and stimuli are lacking in many places. But after all these are accessories, and the main object should still be possible: namely to get your students to read French books and to create an enduring interest in this feature. Individual acquaintance with students, and personal touch, will do more to promote this than anything else, and, I believe, must supplement any system. I do not believe any system should be made an exclusive hobby.

On this matter of making a system into a hobby perhaps I might say a word. The dictionary gives three meanings for the

word hobby, in the following order, which is apparently that of the evolution of the term: first, a strong active Irish horse; second, a wooden stick with a horse's head, on which little boys make believe to ride; third, a ruling passion that occupies one's attention exclusively to the weariness of others. Perhaps a certain stage of riding hobbies is excusable. At least something can be said for the teacher who is capable of such enthusiasms. But I think he ought at least to keep his hobby under the first definition, that of a strong active Irish horse, and not ride it until it is worn to a wooden stick, or becomes a bore to others. You may if you wish use the Dalton plan, or Unit plan, the Contract system, or the Examination system, written or oral, but it shouldn't be ridden too hard; you should dismount occasionally.

Perhaps it should really be held that to be a master-teacher one should imitate the great Tartarin de Tarascon in the matter of *les Romances*. You recall that, while each of his neighbors had a particular *Romance*, Tartarin had them all. However, you also remember that Daudet adds that it was deucedly difficult to get Tartarin to sing them. We might at least imitate him in the matter of practicing our hobbies.

But in all seriousness, I have no criticism of a teacher who is enthusiastic over a method, provided it is his own, which he has developed or modified for his own needs in meeting the conditions with which he deals. At least to have his own hobby seems to me infinitely better and safer than to be ready to ride blindly behind someone else, than to be a teaching bum, always standing at a pedagogic cross-roads, thumbing rides on the hobby of somebody who may be a dangerous driver and who probably isn't going our way after all.

I do not mean of course that teachers can not learn much from others, or that there are not certain ways of carrying on Outside Reading that may be widely used because they meet conditions that are more or less general. I hold only that they must always be chosen with judgment, based on their fitness to meet the special conditions with which the teacher is dealing, and furthermore that they must always be extensively supplemented by direct, personal work of the teacher with his individual students—work of such a varied character that it cannot be systematized.

For example, if you have large classes, which should do a good

amount of outside reading, should certain definite texts be chosen, the ones that experience shows are most generally successful, from which a minimum amount of reading, based on the capabilities of the average student, shall be required of all, and tested by a general examination? Conditions in many large schools and colleges may demand use of such method, perhaps with minor modifications. But it should be remembered that it is really the machine method of a wholesale house, based on statistics and the ideas of efficiency experts, who may and do eliminate many lost motions, but who must necessarily classify their material as A, B, and C's, that is, definitely known quantities, and not as X, Y, Z's, namely human beings whose value must be studied and worked out by the teacher in each individual case. Unless such a method then is extensively supplemented by the teacher, I believe it may be as stupid, and ought to be as discredited, as some of our machine methods in the industrial world, which have stressed only wholesale production, without taking into account sufficiently the interests of the consumer. One can easily see that there are obvious weaknesses in this system. It is based on the average student. But strictly speaking, there is never but one average student in any class or given group. How about the others? Some will not be interested in the texts chosen. Some can read more, or more difficult texts. Some should read less, or less difficult ones.

Furthermore, we know that the thickness and resistance of armor plate always keeps pace with the powder charge and penetrating force of big guns, as soon as their calibre and range are known. As soon as you have a thoroughly known and fixed system, impersonally and forcibly applied, your students will find many ways of meeting it, without securing much of its benefits—if in no other way even by really doing the work and passing the tests, *and then hating it*. Is there any more disastrous failure than this, on the part of the teacher who must create a future or *permanent interest* in reading, if he is to succeed in his chief aim? Don't place your entire salvation in this method. Don't make its perfection a hobby.

Of course the individual variations from the norm may be decidedly reduced by dividing students into A, B, or C groups. But, even where practical, this is only an alleviation, not a complete solution. Attempts to reach the individual student are to be found in such methods as the Unit plan or Contract system. Certainly

these are attempts in the right direction, and I believe may be used very successfully. But to do so, they demand intimate personal touch and understanding on the part of the teacher, and the wide equipment and resource that I have tried to sketch in the teacher's preparation. Individual assignments can not be made impersonally or rigidly. One should remember that it takes two to make a real bargain, and then half the time perhaps only one will be satisfied with it. It is important, of course, to guard against a too easy contract with the able but lazy student, and equally so against the methods of high pressure salesmanship which gets big contracts and apparently large commissions for the teacher, but which may end in dissatisfaction for the student when the time for payment comes, and in the bankruptcy of interest. This danger is due to the fact that the teacher necessarily holds the whip hand; he can enforce a bargain. He can at least bring the horse to the trough and hold his nose under water. But the horse may drink or he may strangle. The teacher needs to know the tastes—the quality and amount of thirst of his students—to make a good assignment.

In addition to knowing, as far as possible, the needs and tastes of his students, he must have a large stock of reading to supply these. He should, if possible, have stories, novels, plays, history, biography, travel, science. He must carry both moderate and high-priced lines, in both the idealistic and the realistic *genres*; and as soon as possible he must work up to books of real literary merit, or other solid values.

One principle should never be forgotten. The main value of outside reading is never merely its disciplinary worth, nor even the attainment of reading power. However much the teacher may force his students to read, he will fall short of real success unless he arouses a free and abiding interest in such reading, that may carry on after the student leaves his classes. Any rigidly fixed or forcible system may endanger this interest, and the only guarantee against this danger is in sympathetic understanding by the teacher. It would be quite unfair to hold that American teachers are disinclined to give such help. Nevertheless our school systems and educational institutions in general, quite in keeping with our mechanically inclined industrial civilization, have been making this increasingly difficult.

The main effort for the past dozen years or so has been toward

a mechanical efficiency. We have made great progress, in language teaching, in establishing a scientific, basic vocabulary by extensive word counts; in setting a uniform standard of attainment, by collective examinations with committee grading; or by the substitution of standard tests. And our educational institutions have come to govern the business of teaching—or at least of graduating students—with the most rigid and minute rules, with regard to the number of hours to be taken each week, the credit carried by each course, the number of absences permitted each semester—the purely corporeal ones of course—and even which doctors may sign their excuses for such absences. Judgments on the ability and progress of our students must usually be made arithmetically, or at least algebraically, on rigidly fixed dates. These can make no concessions to individual misfortune, no allowance for unevenly balanced tastes or talents. They must record in the Doomsday Book of the registrar only the French 20 per cent of John, although we know that if ever John becomes President of the United States, or commits murder, he will be hailed or hanged 100 per cent.

In this system no human weaknesses are tolerated in the teacher either. He is even likely to become an object of suspicion if he should attempt to correct an honest error in his records or judgments of his students. Hence most of us never admit that we make any errors, and may even come to believe it. We assume omniscience.

Furthermore, our criterions of judgment are largely determined by the average of mass performance of our students in their classes, and perhaps we even come naturally to credit, or debit, every student with his proportionally allotted amount of the mass resistance that we find against being educated. I fear that all this may tend to develop a sort of code or teaching dogma among us, a sincere one no doubt, but which we may be encouraged to erect into a formal religion, without which there is no salvation. Everyone must be duly baptized and observe the rules of the Holy Church.

I am not an educational anarchist. I recognize the necessity for much of this, and the possible value in most of it. But we all know that none of it is concerned primarily with the *spirit of learning*, and that there always lies in formalism the danger of killing the free-will interest of the student. However, I mention it mainly to emphasize that the feature of the work I am discussing, Outside

Reading, lies naturally outside of our class systems, and can be administered without this danger to individuality and to free-will interest. It seems to me that, as much as possible, it should be so carried on, and with the utmost flexibility. If, for example, we have students who become interested in such reading, who like it and are enthusiastic over it, all they need from us is to be furnished with guidance and to have their enthusiasm matched and encouraged. What more can we want than this free interest in their work? To waste time constantly checking or examining them may well chill this enthusiasm, and seems pure folly. I should feel like giving every good and interested student who is working in this manner every privilege he asks, if I had to break the rules every day.

No, I fear that I can suggest no other or better methods of teaching outside reading, and certainly no one fixed method. In fact I am inclined to believe, in this matter, that it would be better for us French teachers, during the next ten years, to think and talk less of methods as such, and to devote ourselves to a new consecration to our chief mission as apostles of French culture. What we need most perhaps is more—I was going to say, *more widely prepared*, but I shall say rather *more deeply prepared* teachers: better read, thoroughly convinced of the importance and real value of their subject, enthusiastic in their profession, finding their own pleasure and profit in what they preach or offer to their students. We should hardly need then to worry over their methods.

I am not so pessimistic as to believe we shall not have such a body of teachers. In the past dozen years I have met among my own students too many good minds, deeply appreciative of their subject, to doubt this. Also we are still fairly young in extensive instruction in our field, and, as I pointed out in the beginning, have only recently managed to regain an even keel in heading toward our real goal.

But it should not be overlooked either that we have had during the past fifteen years a high tide in French students in America, and if we do not reach solid ground with this tide, it may recede and leave us, at least temporarily, stranded. And although we may be young, we are approaching our majority. We need—and we may justly be reproached if we do not produce them in the near future—more living examples of the benefits of modern language instruc-

tion in America, more men and women who are cultured, liberal, tolerant, contented, richer in their private lives, and better citizens of the world, because they have drawn from these great sources of education. And with the present threatened bankruptcy of our purely industrial civilization there was never a time when such an ideal or resource was more greatly needed.

Naturally the place where these examples of modern language culture should first be found, in greatest numbers, is among our teachers themselves. The best way then, it seems to me, to teach or promote French reading, which is the chief source of such culture, is for the teacher to believe in it, practice it himself, to live wholly and whole-heartedly his profession.

HUGH A. SMITH

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HIDDIGEIGEI

From the tower's highest vantage
I review the world in mind,
Elevated is my outlook
On affairs of all mankind.

My cat eyes are keen observers
And my cat soul laughs aloud,
Oh, what foolish, silly doings
Happen in that pygmy crowd.

What's the use? I can not ever
Force the mass to see my point.
Silliness won't really hurt them—
P'raps put noses out of joint.

But these men, perverse and stupid,
Can not groan and wail enough,
Cognizant of their poor value
Sits the wise cat on the roof.

Translated by VICTORIA E. HARGRAVE

Ripon College

INITIATING "SPRACHGEFÜHL"*

(*Author's summary.*—Sprachgefühl, as defined, is acquired by the varied and multiplied use of a simple but expressive active vocabulary and should be regarded as a vital objective in modern language teaching.)

VARIOUS attempts have been made in recent years by teachers and advocates of modern foreign languages to formulate a statement of objectives in the teaching of these languages which would stimulate and unify efforts to make them approved subjects in school curricula. The most comprehensive one was that which was projected in connection with the national Modern Language Study by the Committee on Investigation in 1924. A list of twenty objectives was made up, four of which were called *Immediate Objectives*, and sixteen *Ultimate Objectives*. The immediate objectives were defined to be: The progressive development (1) of the power to read the foreign language; (2) of the power to understand the foreign language when spoken; (3) of the power to speak the language; (4) of the power to write the language. The first two ultimate objectives as stated are: (1) The ability to read the foreign language *with ease and enjoyment*; (2) Ability to communicate orally with natives of the country whose language has been studied. The remaining fourteen cover a broad scope of educational and cultural values not all of which are peculiar to modern language study.

You will note that the first and second immediate objectives have to do with the acquisition of a passive vocabulary while the third and fourth refer to the acquisition of an active vocabulary. Assuming that these were arranged in the order of their importance, the committee quite evidently agreed that a reading knowledge of a foreign language was a more desirable and a more easily attained objective than the speaking knowledge of that language. The reason for attaching prime importance to the reading knowledge of a foreign language is doubtless to be found in the widely accepted notion that because of peculiar conditions in this country foreign languages have value only so far as they serve as tools in special or advanced fields of knowledge. Foreign language teachers are by implication to be content with turning out in the shortest possible

* Read before the Modern Language Association of Missouri at its meeting in Kansas City, Missouri, Nov. 11, 1932.

time modern language mechanics who are all too often a disappointment to all those concerned in their academic careers. Such limitation of a modern language program is a degradation of our profession, lowers its morale, and is anything but conducive to hope and high endeavor. On such a basis there certainly can be no expectation of attaining the sixteen ultimate objectives which present such a comprehensive and alluring educational prospect.

Experienced language teachers examining the two groups of objectives proposed by the above-mentioned committee would probably modify them by leaving out some and adding others. In my study of them I note the omission of one attainment in modern language study which is frequently mentioned and generally considered a worth-while objective. I refer to the development of *Sprachgefühl*. There may be difference of opinion as to whether this constitutes a recognizable objective or it may be claimed that it is implied in the ultimate objectives 1 and 2, namely, the ability to read the foreign language *with ease and enjoyment* and the ability to communicate orally with the natives of the country whose language has been studied. You will observe that the phrase "with ease and enjoyment" is not added to the second objective. But if I understand correctly what is meant by *Sprachgefühl* it should be set up prominently as one of the primary objectives in adequate and effective modern language teaching. If I were to formulate a definition, I would say, *Sprachgefühl is the spontaneous and harmonious adjustment and response of acquired language habits to the form and content of discourse in the given language*. I base this definition upon the accepted principle that the learning of a language is the acquiring of a new habit with all the psychological and pedagogical implications of such a process. It is based furthermore upon the fact that the active exercise of such a habit gives satisfaction and enjoyment and enriches the mind and soul of the individual. We are all agreed upon the elevating and refining effects of accomplishments in music and art and the compensating thrill that comes to the successful performer. In order to accomplish this result the musician or artist will subject himself to years of arduous study and training. The experience of the individual who is able to express himself in a foreign language has a similar emotional content. Language appreciation like the spiritual values of accomplishments in music and art cannot be measured by grades and other so-called

practical tests. I am convinced, therefore, that to the extent to which Sprachgefühl is developed in beginning language courses, to that extent are the most enjoyable and lasting benefits of the study secured.

If that is to be an aim in beginning language, by what means or method can it be realized most effectively? The answer to that question is to be found in the process by which any new habit is acquired, the essential factors of which are simplicity and frequent repetition of the elements which enter into the habit in question. In the case of foreign language study the materials presented at the very outset should be such as to enable the student to express in oral and written sentences a multitude of ideas in accordance with correct usage of the language he is studying without the mediation of his native tongue. The fragmentary and often illogical presentation of materials in many of our beginning language texts makes this impossible, thus sacrificing interest and postponing and possibly paralyzing Sprachgefühl. As a concrete illustration of the point I am making, I shall present the material of the first lesson in beginning German and the use that is made of it by the laboratory method. The same principles would, of course, apply to the other modern languages, but since my experience has come through the teaching of German, I let that language serve my present purpose. It would be stated that before the material of the first lesson is presented to the class there has been a thorough drill in phonetics and pronunciation. The material in the first lesson is made up of a vocabulary of about eighty words, the declension of the definite article, and the present and past tenses of the verb *to be*. The vocabulary is classified and the words are written into specially ruled note books under the appropriate headings. There are thirty nouns, ten of each gender; fifteen adjectives; ten prepositions; seventeen adverbs and interrogatives; and the numerals from one to ten. The words introduced are as follows:

<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Prepositions</i>	<i>Adjectives</i>	<i>Adverbs, etc.</i>
Vater	Mutter	Kind	über	gross rund	ja wer
Mann	Frau	Haus	auf	klein eckig	nein was
Sohn	Tochter	Zimmer	unter	alt dick	sehr wo
Bruder	Schwester	Brot	vor	neu dünn	nicht wie
Stuhl	Familie	Wasser	neben	jung	oder wann
Tisch	Lampe	Glas	hinter	kurz	und nur
Hund	Katze	Fenster	in	gut	sondern Karl

Baum	Tür	Buch	zwischen	schlecht	auch	Marie
Name	Hand	Dach	an	schön	heute	Eltern
Arm	Wand	Wort	mit	hässlich	gestern	

The key forms of the nouns, that is, the nominative and genitive singular and the nominative plural are learned and recited several times. This vocabulary is developed by means of pictures mounted on charts and by constant oral illustrations and drill in order to initiate auditory and articulatory habits. Adjectives are, of course, used only in the predicate. This presentation and practice in the use of material is followed by a class laboratory period in which the students write in their notebooks original sentences which are corrected as they write them. With the verb *to be* all the prepositions listed must be used with the dative case. During all of this classroom exercise not a single English word is heard. The first impressions of the German words are received through the ear, the gateway to the soul, supplemented by optical and muscular associations as the German words are written into the notebooks. This procedure in learning German words provides the initial impulse in the development of Sprachgefühl. Many students testify that when a picture on the chart is shown them in review the English word for it does not come to mind.

For their first homework I ask the students to write at least twenty more original sentences, each one to contain a noun in the genitive case and a prepositional phrase, and I urge them to put interest and variety into their sentences. Some of the best of these I read to the class, and others I have written on the board for the class to read and correct. There are thirty-five students in my class this semester so that at least seven hundred original sentences are written, each containing an average of fifteen words. Among these hundreds of original sentences it rarely happens that two are exactly alike. I asked one of our professors in mathematics to calculate by the law of permutations and combinations how many different, complete sentences could be composed from the material in the first vocabulary and he astonished me by answering that on a conservative basis 180,000 could be formulated. With that number of possibilities it is easy to understand why there are so few duplications in the sentences composed by the class. If each student would compose and recite even one hundred sentences using an adjective, a genitive and a prepositional phrase in each he would

become so familiar not only with the words but with their inflected forms and their syntactical relations that in expressing simple ideas within the range of the material at his command he would begin to be guided by his feeling for correct expression rather than by a rationalizing process and this would constitute his initiation into Sprachgefühl, which does not depend upon a passive acquaintance with an extensive vocabulary but upon the mastery of a limited, fundamental, practical vocabulary. To illustrate the application of this principle, I shall quote you some samples of sentences based upon my first vocabulary. (1) Mutter, wo ist Karl? Karl ist auf dem Stuhl vor dem Fenster mit dem Buch in der Hand. (2) Marie war gestern mit dem Vater auf dem Wasser aber heute ist sie zu Hause mit der Mutter. (3) Der Hund des Mannes ist vor der Tür aber der Mann ist nicht zu Hause. (4) Er ist in dem Haus des Mannes hinter den Bäumen. Die Familie des Mannes ist gross und auf dem Tisch sind nur Brot und Wasser. (5) Der Vorname des Mannes ist Karl und der Familienname ist Schmidt. (6) Das Haus ist alt und hässlich, die Zimmer in dem Haus sind klein und das Dach ist schlecht aber die Bäume vor und neben dem Haus sind gross und schön. (7) Frau Weber ist die Mutter der sechs Kinder unter den Bäumen hinter dem Haus. Der Hund ist mit den Kindern aber die Katze ist mit der Mutter in dem Haus. (8) Auf dem Tisch in dem Zimmer der Schwester sind Bücher und neben den Büchern ist die Lampe; sie ist sehr schön. (9) Wie ist das Brot der Mutter? Das Brot der Mutter ist gut aber das Brot der Tochter ist schlecht.

I think you will agree that such sentences have much more life and interest in them than there is in the perfunctory translation of the English exercises in many of our beginning language books where students have no incentive or opportunity to develop initiative and originality. After such a varied and intensive treatment of the material the student feels that he has an active practical command of a vocabulary which enables him to express simple and sensible ideas with comparative ease and enjoyment. The development of Sprachgefühl must come through the ready use of an active vocabulary, especially the hearing and speaking of the language. I always insist that my students shall read aloud the corrected sentences that have been returned to them. This active vocabulary as I have said before need not be large but it must fit the environment common to all the students. With the mastery of an initial

vocabulary of that nature the secure foundation for Sprachgefühl will have been laid and such a foundation is the best guarantee for a rapid, intelligent, enjoyable reading ability. While it is proper and necessary to set a goal in modern language teaching, we should as far as possible make the pathway to that goal, even though it be up-grade, so interesting and so energizing that those we are leading upon it will feel new life and have expanding visions in a new and inviting world.

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TWILIGHT

Upon the western hills there lies
The soft rose of sunset glow;
Above, the calm of evening skies,
Green earth below.

The sun is down, and day is o'er
Earth wearies, now, of light, it seems,
As though she greets with joy once more
The hour of dreams.

The dim, sweet time of peace and rest,
Before the long dark night draws near,
The drowsy hour that dreams love best,
Twilight is here.

And in the dimness all around
We see today's sweet shadows go,
In twilight time new hopes are found
And new dreams grow.

Meanwhile the darkness gathers fast,
From some far mountain shines a light
And twilight's short sweet reign is past,
For it is night.

MOLLIE B. BROOKS

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Democrat and Chronicle)*

ENGLISH IN THE SECONDARY SCHOOLS OF FRANCE

(*Author's summary.*—A résumé of the official instructions for the teaching of English in French Secondary Schools with a list of the authors and texts suggested for study.)

WHEN in 1921 the writer began his work as *professeur d'anglais*¹ in a small French *collège*,² he found, of course, that the program of modern language studies was pretty carefully prescribed. In fact, his *directeur* advised him to obtain and follow the instructions contained in the *Plan d'études et programmes de l'enseignement secondaire des garçons*, 16th edition, 1921, published at Paris by the Librairie Vuibert. Although secondary education in France has undergone considerable change since 1921, the above-mentioned *Plan d'études* gives very complete instructions for the teaching of modern languages (pp. 183-206). It must be supplemented by reference to the *Horaires et programmes de l'enseignement secondaire des garçons*, 7th edition, Paris, 1931, Librairie Vuibert, which contains decrees of the Minister of Public Instruction up to April 30, 1931.

The French boy has usually begun the preparation for his baccalaureate by the time he is twelve and he will have completed his course by the time he is nineteen, receiving his degree *before* he starts work in a university. He begins in the *classe de sixième* and proceeds through the *classe de première* and then usually either to the *classe de philosophie* or the *classe de mathématiques*. There are options throughout the course depending on whether the student studies Latin and Greek, or Latin and not Greek, or no ancient language at all. Under all options he studies one modern language and if he studies no ancient language he studies two modern languages.

Modern language study begins in the *classe de sixième* and continues to the end of the course. According to the Circular of July 20, 1925, the language begun must be either English or German. An exception is made in certain schools close to Italy and Spain

¹ It is necessary to point out that this was not one of the *postes d'assistant* which have been held by foreigners in various *lycées* and *collèges* in recent years. The writer was in complete charge of the courses in English.

² A description of the unusual features of this *collège* will be found in *The Virginia Teacher* (Mar., 1932), "A French Experiment in Education."

where one may begin Italian and Spanish in the *classe de sixième*. When a second language is studied, starting in the *classe de quatrième* and continuing to the end of the course, the student must cover in four or five years an amount equal to what he covers in six or seven years in the language begun in the *classe de sixième*. In this outline the longer program will be the basis of the discussion since the same work is done under both plans.³

The object of modern language study in France is stated thus in the *Plan d'études* (p. 183): "L'objet de l'enseignement des langues vivantes doit être l'acquisition effective d'un instrument dont l'usage puisse être continué après la sortie du lycée ou du collège soit pour des besoins pratiques, soit pour des études littéraires, soit pour l'information scientifique." As for the method to be used the instructions are plain. On page 184 of the *Plan d'études* we find, "Il faut employer la méthode qui donnera le plus rapidement et le plus sûrement à l'élève la possession effective de ces langues. Cette méthode, c'est la méthode directe." The insistence on the *possession effective* of the language is so strong that in the *Plan d'études* (p. 198) where the teaching of foreign literature is being discussed, we find, "Mais la culture littéraire proprement dite sera toujours subordonnée à l'usage de la langue, soit parlée, soit écrite, qui reste la fin principale de tout l'enseignement."

The course leading to the baccalaureate is divided into two cycles. The first is made up of the first four years and the second of the remaining years including the *classe de philosophie* or the *classe de mathématiques*. Although this article will discuss the teaching of English in French secondary schools, the instructions of the Ministry are addressed to the teachers of all the foreign languages taught. A summary of these general instructions now follows.

1. In the first two years the stress is on *pronunciation*, the "éducation de l'oreille et des organes vocaux, entraînement à la conversation." The teacher is warned against writing the word on the board before correct pronunciation has been attained. He pronounces it first carefully and has it repeated by one pupil or by several together or by the whole class. Singing may be used as an aid to

³ It is interesting to note that Russian was an optional language in the 1921 *Plan d'études*. No mention of it is made in the 1931 *Horaires et programmes*, and the writer has no information as to what extent it is, or has been studied in French secondary schools.

pronunciation. From single words one advances to groups of words and to sentences.

2. The study of *vocabulary* begins with objects in the classroom and such other objects as the teacher may bring in. Verbs must be taught early beginning with those denoting the acts and movements in the schoolroom, such as rising, going to the board, reading, writing, extending the arm, etc. The words learned must be used at once in short sentences, for "Les mots peuvent s'accumuler dans la mémoire sans que nous devenions pour cela capables d'énoncer une idée, d'exprimer un désir, de formuler une interrogation. C'est par la phrase qu'il faut débiter." Bréal, *De l'enseignement des langues vivantes* (cited in the *Plan d'études*, p. 189, note 1).

The following is the vocabulary list suggested for the *classe de sixième*: "*L'Enfant à l'école*: Ce dont l'élève se sert en classe; Ses relations avec les personnes qui l'entourent; Principaux actes scolaires (j'écris, je lis, etc.); Mouvements dans la classe; les parties de la classe; maniement des objets scolaires; la récréation; les jeux. *Les Nombres* (cardinaux et ordinaux): Calculs élémentaires; Poids et mesures. *Le temps et la température*: La division du temps; L'âge; Le chaud et le froid; Les saisons (notions très sommaires). *Le Corps humain et les besoins corporels*: La nourriture; le vêtement. Opération des sens. Santé et maladie. *La Maison et la Famille*: Parties de la maison; différentes pièces; meubles et ustensiles. Les membres de la famille; leurs occupations; scènes familiales."

The following is the vocabulary suggestion for the *classe de cinquième*: "*La Campagne*: Les aspects de la campagne; phénomènes atmosphériques; les saisons. Les plantes et les animaux. Les occupations de la campagne: Le cultivateur; le vigneron; le jardinier; le bûcheron. La maison rustique, principales parties. Les animaux domestiques, ce qu'ils font, les services qu'ils nous rendent; Les instruments de culture. Les plaisirs de la campagne: La chasse et la pêche; La promenade; les différents moyens de locomotion; Les fêtes et les distractions. *La Ville*: La rue (les véhicules), la gare, la poste, l'hôtel, le théâtre, le musée, la bibliothèque, les grands magasins, la boutique, le marché. Les principaux métiers. *La Nature*: La mer, la rivière, la montagne, la plaine, la forêt, le ciel. Notions très sommaires sur la géographie du pays dont on apprend la langue."

3. *Grammar* is studied inductively, for while the pupil does not have a "grammar," the teacher must never allow him to use a form that is not correct. "Il faut qu'à la fin de cette première période l'élève n'hésite plus sur une forme du pluriel (déclinaison) ou sur la conjugaison." The teacher will show the same word under its different forms and will thus obtain a paradigm. Before the rule appears, the ear must be accustomed to the forms.

4. "Pendant cette première période, la *conversation* est tout à la fois le but et le moyen." Of necessity, it will be most simple at the start, but it will accustom the pupil's ear to require the correct form and will add living words to his memory. Conversation should be natural as soon as possible and therefore while complete sentences should ordinarily be used in replies, this need not be so in every case. "Le professeur doit arriver le plus tôt possible à dire à ses élèves dans la langue étrangère tout ce qu'il a à leur dire."

5. The *lessons* will consist of small bits of prose and verse from important authors or from "la littérature enfantine consacrée par l'usage." The writer remembers that the textbook used in his *classe de sixième* contained "Goosey, Goosey, Gander," "Old Mother Hubbard," etc. A few paradigms may be included, but all this work must have been previously explained in class. It may be dictated provided it be carefully corrected by the teacher.

6. *Written work* at the start is secondary and will consist of copying words, and later, paradigms. Later come "verbes, mots à mettre au pluriel, adjectifs à faire accorder, phrases à compléter, formes grammaticales à varier, etc." One may dictate questions to be answered. Dictation of texts previously studied is recommended. These dictations will be corrected "avec épellation en langue étrangère." At the end of this period, the teacher may have the pupils reproduce little stories told in class.

7. No *book* will be given the pupils until they have acquired a good pronunciation. The book chosen (the same book shall be used in all sections of the same class in a given school) shall be such as to conform with the above instructions. It will have therefore "leçons de choses, petites descriptions, récits historiques ou légendaires, anecdotes, poésies enfantines." It should have no prepared questions or conversation exercises—the teacher will prepare these, but it should have a vocabulary indicating the pages and lines where the word appears. The teacher will explain new words by

means of words already known. "En tout cas, éviter la traduction mot à mot." The publishers of France have had books of this sort prepared and the writer remembers using such a direct method book entitled *The Boy's Own Book*.

Entering the *classe de quatrième*, the pupil may (v.s.) begin the study of a second modern language. In his first language in any case he is beyond the elementary stage and the character of the work changes. This change is seen most clearly in the fact that conversation no longer has the first place in the teaching method. It does not disappear—it simply becomes natural instead of artificial (*Plan d'études*, p. 191). The class is taught entirely in the foreign tongue: conversation as a method of teaching grammar and vocabulary is replaced by the reading texts and a reference grammar. Interscholastic correspondence is a type of conversation which is recommended for this class.

1. *Pronunciation*.—Referring to the *classe de quatrième* particularly, we find "on attachera une importance particulière à la diction."

2. *Vocabulary*.—Review. Reading. Explanations and recitations help to increase the oral vocabulary, but will be most helpful in written work.

3. *Lecture expliquée*.—More used than in earlier classes. It is done in the foreign language and is preceded and followed by "la lecture soigneusement articulée, accentuée et rythmée."

4. *Recitations*.—Prose and verse from good authors. A propos of these authors the teacher will give certain facts of literary history.

5. *Grammar*.—Review of the declensions and conjugations. (See also next item.)

6. *Composition and derivation*.—Prefixes, suffixes, particles and post-position. Sentence construction and development. In this class the pupil receives a reference grammar to be used during the remaining years of his course.

7. *Written Work*.—Résumés based on work read or subjects discussed. Grammatical exercises. Translation. It is recommended that translation into the foreign language be done, in general, in class.

The following is the reading list from which the teacher may choose texts for the *classe de quatrième*: DeFoe, *Robinson Crusoe*;

Swift, *Gulliver's Travels*; Lamb, *Tales from Shakespeare*; Poe, *The Gold Bug*, *The Raven*; Scott, extracts from *Ivanhoe*; Stevenson, *The Bottle Imp*; Kipling, *The First Jungle Book*; Hawthorne, extracts from *The House of Seven Gables*.

For the *classe de troisième*, we find the following suggestions:

1. Continued attention to *pronunciation* is required in this as in the following classes.

2. As to *vocabulary*, the teacher should learn the subjects being treated by his colleagues and use these to extend the foreign vocabulary. Reading and conversation "porteront maintenant sur la vie active, économique, morale, sociale en général et plus particulièrement sur la vie du pays dont on étudiera la langue."

3. *Grammar*.—Review. Adjectives, verbs, compound verbs, sequence of tenses, modal auxiliaries. Study and composition of more difficult sentences.

4. *Oral Work*.—Reading, recitation. Outside reading of which a brief compte rendu will be given in class. Discussion of authors.

5. *Written Work*.—Translations—translation into the foreign language will be done in class during the first semester at least, to preclude the use of a dictionary, résumés, descriptive and narrative⁴ writing, letters. International correspondence is recommended.

For his choice of texts for this class, the teacher is referred to the list of the previous class to which is to be added Maria Edgeworth's *Castle Rackrent*.⁵

Coming to the *classe de seconde* the instructions may be summed up as follows:

1. *Oral Work*.—Reading material explained and discussed. Greater attention than previously will be given to the political, intellectual, ethical and artistic life of the people whose language is being studied.

⁴ The writer remembers a pupil of his in the *classe de troisième* who wrote a continued story dealing with the "Wild West" in which most young French boys are very much interested.

⁵ The now superseded list of the 1921 *Plan d'études* contained the following possibilities (in addition to certain of those appearing above) for the *classes de quatrième et de troisième*: Hawthorne, *Tanglewood Tales*, *The Wonder Book*; Kingsley, *The Heroes*, *Water Babies*; Halliwell, *Popular Rhymes and Nursery Tales*; Lady Barker, *Station Life in New Zealand*; Miss Montgomery, *Misunderstood*; Goldsmith, *The Vicar of Wakefield*; Johnson, *Rasselas*; Sir John Lubbock, *Pleasures of Life*.

2. *Recitations*.—Lectures by the students based on outside preparation, to be followed by a short discussion. In dealing with a more purely literary text, a more intensive study of the author and his period than would have been attempted in a less advanced class. The essential passages will be carefully studied and those omitted will be summed up.

3. *Written Work*.—Translations, stories, letters, dialogues, speeches, compositions on easy ethical or literary topics.

In this class, those not studying Greek devote to their major foreign language two extra hours per week and one of these must be assigned to a study of the literature and civilization in question, from the beginnings through the 18th century.

The list of suggestions for the regular work in English in the *classe de seconde* is the following: Shakespeare, *Julius Caesar*, *Merchant of Venice*; Goldsmith, *The Deserted Village*; Sheridan, *The School For Scandal*; Irving, *Sketch Book*; Tennyson, *Enoch Arden*, *The Brook*, *Ulysses*, *The Lotus Eaters*; Dickens, *Christmas Carol*; Stevenson, *Dr. Jekyll and Mr. Hyde*; H. G. Wells, *The Country of the Blind*; Macaulay, extracts from the essays on Hampden, Clive and Pitt; Cowper, a prescribed list of selections from *The Task*.⁶

The work in the *classe de première* is of the same general type as that in the previous class. The teacher will give special attention to composition and to style and in the *explications de textes* will show the relation between the foreign literature and French literature.

As in the *classe de seconde*, those who do not study Greek devote to their major foreign language two extra hours per week and one of these must be assigned to a study of the literature and civilization in question, of the nineteenth and twentieth centuries.

Those who study no ancient language (they may not be studying English either) have an additional small amount of time (allotted to French) for the study of foreign authors in translation. The English suggestions are: (1) Shakespeare—chronology of his theater: analysis of some of his most characteristic works. Shakespeare in France in the eighteenth century: growth of his fame;

⁶ The superseded list contained the following works not to be found above: Goldsmith, *She Stoops to Conquer* (which now appears in the list for the *classe de première*); Stevenson, *Treasure Island*; Longfellow, extracts from the *Tales of a Wayside Inn*; William Morris, extracts from *The Earthly Paradise*.

translations and imitations. Shakespeare and Romanticism. (2) Other relations between France and England in the eighteenth century: Milton (general idea of his *Paradise Lost*); Defoe's *Robinson Crusoe*; Swift's *Gulliver's Travels*; Richardson's novels, their fame and influence. The poets Thomson, Young, their fame and influence. (3) Poetry and the novel in England in the Romantic Period. Scott, his popularity and influence; Byron, a general idea of his work, readings from *Childe Harold* and *Manfred*. His fame and influence in France. The poetry of Shelley. (4) Poetry and the novel in England in the later 19th century. Dickens, Thackeray, George Eliot, Tennyson, the Brownings. (5) Main currents in foreign literatures at the end of the 19th and beginning of the 20th centuries. Hardy, Kipling, Wells and Shaw are suggested for England.

To return now to the regular work in English in the *classe de première*, there follows the reading list for this class: Shakespeare, *The Tempest*, *As You Like It*, *Macbeth*; Milton, *L'Allegro*, *Il Penseroso*; Goldsmith, *She Stoops to Conquer*; Wordsworth, *Peter Bell*, *Michael*; Shelley, *Ode to the West Wind*, *The Sensitive Plant*, *The Cloud*, *To a Skylark*; Coleridge, *The Ancient Mariner*; Dickens, extracts from *David Copperfield*; Thackeray, extracts from *Esmond*; G. Eliot, *Scenes of Clerical Life*; Addison, extracts from the *Spectator*; Hazlitt, *Essays: The Indian Jugglers*, *On Thought and Action*, *On Vulgarly and Affectation*, *On going on a Journey*, *On the Disadvantages of Intellectual Superiority*, *On the Knowledge of Character*, *On a Sundial*, *On the Conversation of Lords*.⁷

The program for the *classe de philosophie* and the *classe de mathématiques* is the same except that the students in the former, as part of their work in philosophy, study in translation such English philosophers as follows: "Berkeley: *Dialogues entre Hylas et Philonous*, *Traité sur les principes de la connaissance*; Hume, *Traité de la nature humaine* (un livre); Stuart Mill, *L'Utilitarisme*; H. Spencer, *Les premiers principes* (1^{re} partie), *Introduction à la science sociale*."

The regular English list for the final year (*classe de philosophie*

⁷ The superseded list contained the following entries not to be found above: Shakespeare, *Julius Caesar* (now suggested for the *classe de seconde*); Byron, *The Prisoner of Chillon*; Macaulay, extracts from the *History of England*; G. Eliot, *Silas Marner*; Tennyson (the works now suggested for the *classe de seconde*); Thackeray, *The English Humourists*.

or *classe de mathématiques*) of the course is the following: Shakespeare, *Hamlet*; Milton, extracts from *Paradise Lost*; Bacon, *Essays*; Carlyle, *Heroes and Hero-Worship*; Ruskin and Emerson, extracts; Stuart Mill, extracts from the *Autobiography*.⁸

The reader must make no mistake with respect to the above lists of texts. They are but lists, from which a choice is to be made; and the average French student will have *studied* but a few of these works, although some students will have read much more widely than others. However, as anyone who has had direct contact with the French educational system can testify, there is no doubt of the general excellence of the work done, nor is there any doubt that the student who passes the examination for the baccalaureate enters upon his university studies with a fine cultural background. He will have acquired also, at least fairly well, that *possession effective* of the foreign language which was the purpose of his study.

EARL G. MELLOR

University of Virginia

⁸ The superseded list contained the following works not mentioned above: Emerson, *English Traits*; H. Spencer, choice of essays; Mathew Arnold *Culture and Anarchy*; Ruskin, *Stones of Venice*, vol. 2, chapter entitled *The Nature of Gothic*, published with an introduction by W. Morris; Carlyle, essays on Goethe, on Burns; Seeley, *The Expansion of England*; Keats, extracts; Byron, *Childe Harold*, Canto 3; Tennyson and the Brownings, extracts; Kipling, extracts from his verse.

[The reader's attention is called to the author's article *Italian in the Secondary Schools of France*, *Italica* X, 2 (June, 1933): 31-34.]

Correspondence

To the Editor of the *Modern Language Journal*:

In line 4 of my review of Harris, *Das Voltairische in Mephistopheles* (xvii, 629) read *Konjunktivs* instead of *Genitivs*.

JOSEPH WIEHR

To the Editor of the *Modern Language Journal*:

In the February, 1933 issue of the *Modern Language Journal* the reappeared a review of H. F. Muller and P. Taylor's *Chrestomathy of Vulgar Latin*, by Alexander Haggerty Krappe.

The reviewer, while taking very little notice of the book in question, centered his fire upon the general theories of one of the authors as they had been outlined in a previous publication.¹ Even here, the reviewer made no attempt to set forth his own views on the subject, but limited himself to citing the opinions of others, his main criticism of both books being expressed in the following words:

"This 'well-founded' novel conception of the development of Vulgar Latin was the discovery made by Professor Muller in a treatise printed in 1929. As such it received the attention of a number of competent critics, of whose verdict I shall give a few extracts." The extracts are from three reviews of the earlier work, respectively by G. Moldenhauer², Elise Richter³, and J. Bruch⁴.

While this is not the time or place to enter into a discussion of Muller's views on the chronology of Vulgar Latin, I must protest against the reviewer's attempt to misrepresent the facts by citing only those critics whose opinion is adverse to Muller. The verdict of the majority of those "competent critics" of whom the reviewer speaks is, in the main, favorable to the author's theories, even while individual points are placed in discussion.

To cite but a few examples: one of the accepted leaders in Romance linguistics, W. Meyer-Lübke⁵, acknowledges the capital importance of the problem discussed in the *Chronology*, and concludes: "Alles in allem, ein inhaltreiches, anregendes, manches Rätsel lösendes Buch."

One of the world's foremost Latinists, J. B. Hoffman, writes⁶:

¹ *A Chronology of Vulgar Latin*, in *Zeitschrift für romanische Philologie*, Beiheft 78, 1929.

² *Literaturblatt für germanische und romanische Philologie*.

³ *Archiv für das Studium der neueren Sprachen*.

⁴ *Zeitschrift für französische Sprache und Literatur*.

⁵ *Deutsche Literaturzeitung*, Oct. 18, 1930, Heft 42, col. 1982-1986.

⁶ *Philologische Wochenschrift*, Feb. 28, 1931, no. 9, col. 266-270.

"Auf alle Fälle ist jedoch anzuerkennen, dass das Buch durch eingehende Diskussion vieler einschlägiger Probleme und durch reichhaltige Literaturangaben auch dem fürs Vulgärlatein interessierten Latinisten manche Belehrung zu bieten vermag."

J. Marouzeau states⁷: "Le livre de Muller ne convaincra peut-être pas les défenseurs de la thèse qu'il combat; mais, outre qu'il est riche de points de vue nouveaux, d'explications ingénieuses, c'est un livre courageux, un de ces livres qui ne craignent pas de reprendre les questions difficiles; or, la question posée ici est d'une telle conséquence que latinistes et romanistes, philologues et linguistes, historiens et historiens de la littérature y sont également intéressés et seront également reconnaissants à l'auteur d'en avoir repris les données avec un esprit critique si hardi et une si grande richesse d'information."

And the acknowledged leader in the field of Comparative Philology, Antoine Meillet, makes several statements⁸ which show that he is substantially in accord with Muller; for instance, p. 228: "En ce qui concerne la date où s'est brisée l'unité romane, les faits semblent donner raison à l'auteur"; p. 229: "Les changements qui devaient aboutir à constituer des langues romanes distinctes n'apparaissent dans les documents écrits qu'au VIII^e siècle"; pp. 230-231; "M. Muller a réussi ainsi à présenter avec la nuance exacte ce qui s'est passé du VI^e au IX^e siècle. En même temps, il a le mérite d'avoir mis en évidence le rôle de la christianisation dans le développement des langues romanes."

As I stated before, it is not my intention here to enter into a discussion of Muller's conception of the development of Vulgar Latin, particularly since your reviewer does not express any views of his own on the subject, or to weigh the merits of the two works in question. It is my purpose solely to show that the bulk of competent critical opinion is not so adverse to Muller's linguistic theories as your reviewer would have us believe. And this point, I think is abundantly proved.

MARIO A. PEI

The College of the City of New York

To the Editor of the *Modern Language Journal*:

Your inquiry concerning the work of the Service Bureau is indeed timely, inasmuch as I was contemplating to volunteer the information, for although I have a regular column in the *Monatshefte* I feel that the Bureau should be more widely known. So many correspondents write to express relief and gratitude, that I know the Bureau is a needed institution, and if known more widely could be of even greater service. To answer your questions:

⁷ *Revue des Etudes Latines*, 1930, VIII, 384-387.

⁸ *Literis*, 1930-1931, pp. 228-233.

1. Inquiries may be addressed to me or, since names of people are so often forgotten, simply to the German Service Bureau. They should *not* be addressed to the Extension Division as that causes a delay in getting them to me.

2. We aim to act as a clearing house for all problems connected with the teaching of German. A list of our material and our catalog of plays is available to applicants.

3. The \$1 fee for slides borrowed goes to the Bureau of Visual Instruction. The postage on material loaned out is paid to the mailing department.

There is a Service Bureau fee of 25¢ a year per correspondent, but very few people pay this and I hate to insist on it. All inquiries are answered, fee or no.

4. We are willing to help with all *problems*, no matter how trivial they may seem, but the Bureau ought not to be used as a mere matter of convenience to do work that can be delegated to the office secretary. To illustrate: some one sends me a list of over 50 common texts he intends to use for a course and asks me to give the publisher of each (most of these texts are put out by several companies) and to list the English translations. This, despite the fact that his library has Morgan's bibliography of translations. Some people have been catapulted into teaching courses they can not handle, but under ordinary circumstances a teacher who can not plan a Goethe or a Schiller course has no business teaching it. Let me hasten to add that unreasonable requests are quite in the minority. Most of them concern club material or the teaching of the first two years. We should like to put out a modest little monthly sheet as does the Latin Bureau but must put it off for at least another year. So far we have answered almost all requests on the day received, but may not be able to keep this up if the work becomes heavier, since after all teaching duties must come first. But this may be safely left to the future. Kommt Zeit, kommt Rat.

S. M. HINZ

University of Wisconsin

To the Editor of the *Modern Language Journal*:

A MODERN LANGUAGE BANQUET

One of the most successful social events of Ottawa University, located at Ottawa, Kansas, is the annual Cosmopolitan Banquet, put on by the French, Spanish, and German classes of the school. The affair was begun very modestly about nine years ago, in an effort to stimulate interest in the Modern Language department and to bring the three languages into closer relationship, and it proved so popular that it has become one of the calendar events of the fall semester.

The Christmas theme is always used at the banquet, so it us-

ually takes place the week preceding the Christmas vacation. At first it was held in the Administration Building, but as attendance increased it was deemed advisable to put the dinner in charge of one of the downtown hotels, an idea which appeals to students, because the banquet then seems more of a real social event.

Committees are appointed from the membership of the French, Spanish, and German classes; last year the Latin classes were included. There are publicity, dinner, ticket, place-card, decoration and program committees, with a general chairman to see that all committees function. The publicity committee advertises the affair through the school newspaper, by colorful posters and by chapel announcements. It is the duty of the dinner committee to consult with the hotel management concerning a suitable menu, while the ticket committee must keep track of money received, and must remember with which person or group each buyer wishes to sit. Some generous merchant of the town has always taken care of the printing of the tickets.

The making of the place cards is the most tedious task, so this committee must be large. The place cards, designed by some artistic student, are usually booklets whose covers combine the Christmas theme with that of the play which is to be a part of the program. On the covers are printed also the Christmas greetings: "Joyeux Noël," "Felices Navidades," and "Fröhliche Weihnachten!" Inside is the menu, of which the following is an example:

	Cocktail de frutas	
	Fricassée de poulet	
Kartoffeln		Petits pois
	Ensalada de pina	
Helado		Kuchen
Café noir		Bonbons

On the other inside page is the program. The menu and program may be typewritten or mimeographed.

The tables of the hotel dining room are arranged so that sufficient space remains for the presentation of the program and the play. Christmas decorations are usually already up in the dining room, but the decoration committee places candles on the tables, and flags of many nations—property of the department—on the walls. At each place is the place card, whatever favor has been decided on, a nut cup filled with bright candies and mimeographed sheets of Christmas carols and songs in French, Spanish and German. Ten cents beyond the price of the dinner takes care of these extras.

Just before the diners are seated, they sing "Reste avec nous" in French, as a benediction. Immediately following the cocktails the toastmaster presents various students, teachers, or others, who wish those present a Merry Christmas in as many languages as

possible. Ottawa University is always fortunate in having foreign students enrolled, and greetings have been given in French, Spanish, German, Japanese, Choctaw, Cherokee, Swedish, Danish, Norwegian, Jute, Greek, Latin, and Persian. Foreign persons living in Ottawa and who are interested are invited, and often give short talks at this point about the Christmas customs of their native lands.

Between the dinner course and dessert the songs are sung. It is well to have a leader for each group and alternate the languages. One year the committee was fortunate in securing a town orchestra which played during the courses. An orchestra composed of students in the department could be worked up if it were begun in time.

After the dessert comes the program, which may be as varied as the talent available. It generally includes a Spanish dance, songs in French, Spanish, German, and Italian, dialect readings, skits, and an instrumental ensemble.

Following the various numbers comes the play. It is here that the language department of Ottawa University may claim originality, for of course many schools have language banquets and programs. The instructors of the department decided that three short plays—French, Spanish, and German—might be a little tiresome, so they looked about for one play which would contain several languages and still have a logical plot.

Not finding any, they decided to write their own, with such satisfactory results that they have continued to do so for the past six years. The plays are of necessity light, but they often combine as many as six languages in such a way that those who have studied only one or even no language can understand them. Moreover, most of them carry out the Christmas theme.

The play brings to an end an entertainment which, the department has found, stimulates interest in the languages for months to come, and thus amply repays the time and effort expended in its preparation.

EDITH L. KIBBE

Rantoul, Kansas

To the Editor of the *Modern Language Journal*:

To schools whose size does not warrant the maintenance of a *maison française* or even of a French table in a dormitory, a weekly French luncheon may prove of interest. For the past five years we have held French luncheons in a tea room operated on our campus. Attendance is voluntary, but conversation must be in French. Wednesday or Thursday seems to be the most suitable day for the luncheon. A room is set aside in the tea room so that the students may be free to converse without feeling themselves objects of

curiosity. French songs are sung before the luncheon, but there is no other formal program.

Students of any French class, even the most elementary, may attend though their conversation is largely limited to "Passez-moi le pain, s'il vous plait." Other schools may prefer to limit attendance to intermediate and advanced students, but we feel that the student who studies French only one year should have some opportunity to express himself orally outside the classroom. Persons who have studied French but who are no longer enrolled in classes often attend as a means of keeping up their knowledge of the language. Several faculty members who are not in the modern language department, but who have studied in France, also attend. Although there are very few native French people in this section of the country, visiting Frenchmen are invited as guests of honor whenever possible.

The luncheon is sponsored by the *Cercle français*, and no luncheon is held on the week of the monthly club meeting. In the spring a dinner marks the climax of the year's activities. Menus are in French, and table decorations follow the national colors. This year our guest speaker will be a native French professor from the state university. During the summer school session, July 14 is celebrated with due ceremony.

We do not claim that the conversation is brilliant or even always correct. Nevertheless, we believe that it does furnish an opportunity for conversation without the restrictions imposed by the classroom and that it gives the students familiarity with the expressions most necessary for conversation in French.

MINNIE M. MILLER

Kansas State Teachers College of Emporia

Notes and News

THE SERVICE BUREAU FOR MODERN LANGUAGES TEACHERS was established at the Kansas State Teachers College of Emporia primarily to serve the teachers of Kansas, but the work has been extended the past few years so that a large number of inquiries have been received from teachers in other states. Correspondence may be addressed directly to the Service Bureau, of which Dr. Minnie M. Miller is the director. The following mimeographed bulletins are available in French and Spanish:

1. Bibliography of material for use in Spanish classes—annotated list of texts for class and home reading (revised).
2. A similar bibliography for French classes.
3. Spanish clubs, with parliamentary expressions for club use.
4. French clubs.
5. Series for Spanish conversation—lists of words for articles of food, furniture, clothing, etc. (revised).
6. A similar series for French conversation (revised).
7. Spanish realia, telling where to secure post cards, maps, flags, etc.
8. Devices for the Spanish class, including suggestions for assembly programs and plays.
9. Outline for use with the Hills and Ford *First Spanish Course*.
10. Tests and test building (revised), including a sample copy of the Every-Pupil test in French, Spanish, or German.

The Service Bureau has also for distribution some attractive illustrated booklets on Spanish cities and a limited number of large Spanish posters in colors. Annotated post card sets may be borrowed from the Bureau for a period of two weeks. The sets include pictures of Spain (Madrid, Granada, Toledo, Seville, and Spanish Art); France (Paris and the French Alps); and Mexico. It is probable that other bulletins and additional materials will be available in the near future. Bulletins are carefully revised as soon as the supply is exhausted. At present the work of the Service Bureau is limited to French and Spanish. The Bureau is glad to attempt to answer any special inquiries which teachers may have concerning their work. Suggestions for new bulletins and for the improvement of materials are appreciated. Materials from the Service Bureau are free to teachers except for postage. Because of the increase on postal rates it is necessary to ask the following amounts for postage: bulletins and booklets, 5¢ each; posters, 10¢ each; post card sets, 12¢ each.

THE MODERN LANGUAGE SERVICE CENTER of Miami University offers its services gratis to all teachers of French, German, or Spanish. It stands ready to furnish bibliographical bulletins and other helps. It will also endeavor to answer questions which may be puzzling the teacher. There is no fee for the service but appli-

cants are expected to defray postage. Address inquiries to Prof. Chas. H. Handschin, Miami University, Oxford, O.

THE FRENCH SERVICE BUREAU of Teachers College, Columbia University, will furnish information on study and travel in France, summer sessions, modern language periodicals, bibliography for French Clubs. It also has available a *Liste des ouvrages d'enseignement pour les classes et les bibliothèques scolaires*, containing a large choice of books and material imported from France, with prices for teachers and schools. Included therein are dictionnaires, littératures, morceaux choisis, histoire et géographie, art, musique, gravures, cartes postales illustrées, cartes murales pour les classes, auteurs classiques pour les bibliothèques. This service is offered free of charge. Address inquiries to Prof. Albert L. Cru, Teachers College, Columbia University.

THE GERMAN SERVICE BUREAU* of the University of Wisconsin endeavors, in so far as possible, to answer questions or to send out material on German Club organizations, club programs, plays, and illustrated lectures. It will suggest *Realien* and periodicals, supply addresses of publishers, and try to help solve other problems arising in connection with the teaching of German. It has at present a library of about 500 books, plays, and pamphlets that are sent out for examination free of charge to teachers within the state. Out of state teachers are asked to pay postage. There are also over 1800 slides on Germany, for certain sets of which lectures are also available. These slides are sent out through the courtesy of the Extension Division at a cost to the borrower of one dollar per set.

But the Service Bureau in its turn very much wishes the aid of all German teachers. Teachers will greatly increase its power to serve by sending in interesting material, notes on successful methods, programs of club meetings, or any ideas that may be of help to others. Inquiries and communications should be addressed to: (Miss) S. M. Hinz, Librarian of the Service Bureau, German Department, University of Wisconsin, Madison.

THE INSTITUTO DE LAS ESPAÑAS will be glad to send to inquirers a leaflet listing the activities of the Institute. Address Mrs. Elena de Zárraga, Executive Secretary, 435 West 117th St., New York City.

THE ASOCIACIÓN DE MAESTROS DE IDIOMAS of Mexico has recently joined the International Federation. An association of modern language teachers is being organized in Spain and will affiliate with the International Federation.

* See also Miss Hinz' letter under Correspondence.

A MEETING of the Central Committee of the FÉDÉRATION INTERNATIONALE was held in Paris, July 15 and 16. Prof. Casimir D. Zdanowicz, former president of our Federation, has been elected Vice President for North America.

ITALICA. Professor H. D. Austin, University of Southern California, has resigned the editorship of *Italica*, and is going to Italy on sabbatical leave. Editorship of *Italica* passes into the hands of Professor John Van Horne, University of Chicago. Professor Timothy Cloran, University of Oregon, succeeds Professor Van Horne as consulting editor.

THE APRIL NUMBER OF THE FRENCH REVIEW carries a particularly interesting and important article by Prof. Mercier on "Diverging Trends in Modern Foreign Language Teaching and Their Possible Reconciliation." Other articles are: *Présence de Montaigne*, Louis Cons; *Enseignement et Littérature Comparés*, René Taupin; *Le Coup d'État de Bonaparte*, Adrienne Gobert. The May issue offers us: *Edouard Herriot*, Gaston Gille; *The Preparation of French Reading Material for Beginners*, Grace Cochran; *Le Coup d'État de Bonaparte* (conclusion); *Voltaire*, Barcochebas and the Early French Deists, G. Mortimer Crist.

IN THE GERMAN QUARTERLY for May we note: Announcement by the President of the Association, A. R. Hohlfeld; *Mörikes Mozartnovelle in ihrem künstlerischen Aufbau*, Erich Hofacker; *High Points of Review in German Grammar*, Lillian L. Stroebe; *Methods of Teaching German in a Preparatory School*, Eva Z. Prichard; *A Suggestion on Guidance*, Leo L. Rockwell.

THE OREGON MODERN JOURNAL of April-May carries an article by E. E. Bosworth of Oregon State College on "An Approach to the Teaching of Foreign Languages" and two articles in reply to an *enquête* undertaken to get the opinion of prominent citizens on the value of the teaching of modern languages. One of these is by Paul R. Kelty, editor of the *Oregonian*, and the other by Prof. Ray P. Bowen of the University of Oregon.

RESOLUTIONS adopted by the Modern Language Association, Northern and Central California, at a meeting held in San Francisco, February 4, 1933.

Since some school officials are advocating the elimination of certain cultural subjects from the secondary school curriculum as a part of the economy program which is being mapped out at the present time, and since the study of modern foreign languages is one of the secondary subjects which is being attacked with a plea for a need of economy:

We, the members of the Modern Language Association of Northern and Central California, desire to call the attention of indi-

viduals and groups who are interested in maintaining high standards in the education of our youth to the following facts:

I. With the present trend in industry and business the working week is being shortened; therefore, there is a greater need than formerly for the development of cultural activities. With modern and future inventions, human labor will play a less important rôle in the future. Education must, therefore, prepare for that part of life which is not directly concerned with the earning of money as well as for the vocational side of life. The person who is best equipped to face the problems of our changing civilization and to enjoy the privileges of the shorter work day is the one whose education has stored away within him latent resources by which to develop a broader and richer outlook on life. It has been well said that, since the driving urge which has developed business and industry in the United States has achieved its goal along these lines, it is necessary to divert some of this same driving urge to the cultural values in life. The elimination of cultural subjects from the secondary school curriculum at the present time will rob a whole generation of American youth of the cultural background which it will need.

II. The elimination of non-laboratory subjects from the curriculum will not effect a reduction in school cost, unless there is a shortening of the school day or a systematic decrease of pupil enrollment in the schools. If our pupils are to remain in school for the full school day, as at present, the cultural subjects can be presented to them at less expense than any other subjects in the curriculum, since these subjects do not require special, expensive equipment. The shortening of the school day or the decreasing of pupil enrollment in the schools will add to the problem of unemployment and will be highly objectionable.

III. For both practical and cultural purposes the study of modern foreign languages should be retained in the secondary school curriculum, since it contributes in a vital way to important phases of modern life. The following summary presents some of the vital contributions made by the study of modern languages:

1. With the prevailing trend in economic and social conditions, a normal life will demand cultural material to occupy many of the hours that are not devoted to utilitarian and materialistic ends, and today culture must be thought of in terms of *world culture*.

A study of foreign languages makes possible a first-hand acquaintance with the literature, music, philosophy, ideas and ideals, and manners and customs of foreign peoples. Translations of foreign writings are never adequate for a real understanding and appreciation of the thought and spirit of the writer or of his people.

A knowledge of foreign languages extends immeasurably the field of enjoyment and profit to be gained from reading, attending plays and opera, traveling and hearing radio programs.

A knowledge of foreign languages and literature gives a better perspective on our own language and literature and increases the understanding and appreciation of our own literature.

2. An enlightened citizenship requires a knowledge of foreign languages, since, under present-day conditions, citizenship must include world citizenship which requires a knowledge of foreign peoples, conditions in foreign countries, the attitude of foreign peoples toward their problems, and their plans for solving them. A knowledge of foreign languages makes possible the intelligent reading of foreign papers and magazines, intercourse with foreign peoples, and first-hand study of foreign conditions by purposeful travel in foreign countries. These things are necessary for developing mutual understanding and goodwill between peoples of different countries.

3. A knowledge of foreign languages makes for greater success in a number of professions and lines of business. For research purposes in a number of lines a knowledge of certain foreign languages is necessary. For success in the field of medicine and allied sciences, and in the fields of art, architecture, and music the need is always felt for a study of the discoveries and achievements of European scientists, architects, and artists, preferably through first-hand study in foreign countries or, if this is not possible, through first-hand study of the works and writings of foreign experts in these fields. Foreign language study is necessary for either avenue of approach.

A knowledge of foreign languages is necessary for greater success in such lines of business as various phases of import and export trade, shipping, consular and diplomatic service, social service work, library work, and secretarial work in lines which call for dealings with foreigners, in some phases of journalism, publicity, radio and concert work, and in all commercial positions which necessitate dealing with foreigners. Without a knowledge of foreign languages and of the foreign peoples with whom they are dealing, American merchants and diplomats cannot represent our country adequately in dealing with the representatives of foreign countries.

IV. The children of families of average means or little means will be deprived of all these advantages of foreign language study, if such study is not retained as a part of the public secondary school curriculum. As is indicated above, modern foreign language study contributes to a far wider field of activities than merely preparation for college.

THE SIXTEENTH ANNUAL MEETING of the Association of the Modern Language Teachers of the Central West and South was held at the Drake Hotel in Chicago on April 28 and 29. About one hundred people were present at the dinner Friday evening. Profes-

sor Russell P. Jameson, of Oberlin College, was toastmaster. Professor Albert W. Aron, head of the department of German, University of Illinois, spoke in German on the theme of Scene 2 of the fourth act of Schiller's *Wilhelm Tell*: "Seid einig-einig-einig." Professor R. Brenes-Mesen gave a poetic and profound exposition of "Las Bellezas de la Lengua Española." A rising young artist of Chicago, Mr. Ludlow White, rendered a delightful program of French, German, and Spanish songs. Then followed a very pleasing performance of Max Maurey's comedy: "L'Asile de nuit," by MM. Robert Gavaille, G. P. Laurent, A. L. Puel, of the Théâtre International, directed by M. Georges Cauuet.

At the business meeting held Saturday morning, a report on the work of the National Federation by our representative, Professor C. E. Young, the faithful and efficient Secretary-Treasurer of the Federation, was read and approved. Professor E. F. Engel, head of the department of German, University of Kansas, explained the interesting work done by the State Association of Kansas in collecting data concerning enrollment and other matters. Slight changes in the Constitution of the Association were voted, the principal one making the Secretary-Treasurer a representative, *ex officio*, on the Executive Committee of the National Federation. A resolution expressing concern and regret with regard to the failure of Chicago to pay its teachers was voted. The place of next year's meeting was left to the decision of the Executive Council.

Professor A. R. Hohlfeld, head of the department of German, University of Wisconsin, discussed "The Dilemma of the Modern Language Teacher." Professor Hohlfeld believes that it is not necessary either to subscribe unreservedly to the Coleman report or to consider Mercier's statement as complete and infallible. We must keep clear the chief differences between the two, retain the best values of each, and so endeavor to arrive at understanding and agreement. Improvement in textbooks for extensive reading, and more scientific means of testing the results of it will make it possible to devote most of the class time to intensive work on texts, oral practice, composition, and other exercises as desired. Such a method seems to offer a basis of agreement and still leave plenty of room for special emphasis.

Professor Henry C. Morrison, of the School of Education of the University of Chicago spoke on "The Place of Modern Foreign Languages in the Educational Program of To-Day." He painted a dark picture of the future of foreign languages in the tax-supported schools. He thinks that these schools may eventually become not much more than schools of citizenship. He believes that the teaching of modern foreign languages will be relegated more and more to the private schools and colleges. If they are to have a lasting place in our public schools, they must be taught well, rapidly, and in such a way that they can be used. Higher thought

as expressed in the great literatures has important values, and will always have a place in American education.

Two hundred people attended the luncheon which followed the morning meeting. After the luncheon, very interesting talks were given by three of the foreign consuls stationed in Chicago: "España madre de América," Sr. Don Sebastián de Romero, Spanish Consul; "Der fremde Sprachunterricht als Friedensträger" Dr. H. F. Simon, German Consul; "Briand et la Paix," M. René Weiller, French Consul. Thus the luncheon was a symbol of the mutual comprehension and goodwill which prevails in our Association and which must eventually prevail in all circles. The importance of the contribution which teachers of modern languages may make to this result was stressed by all of the speakers.

The Section meetings held Saturday afternoon were well attended. In the absence of Professor Bush, detained by illness, Miss Edna Dunlap presided over the French meeting, at which papers were given as follows: "Adventures with Words," Miss Elsie Schobinger, Harvard School for Boys, Chicago; Report of the Committee on the Selection of a Basic Vocabulary in French, Professor J. B. Tharp, Ohio State University, Chairman. The lists of words and idioms approved by the committee will eventually appear in the *Modern Language Journal*.

Miss Thea J. Scherz, Francis W. Parker School, Chicago, was Chairman of the German section meeting. The papers were: "The Minimum Vocabulary of the A.A.T.G.," by Professor B. Q. Morgan, University of Wisconsin; and "Language vs. Science," by Professor E. F. Engel, University of Kansas.

Professor S. N. Treviño was Chairman of the Spanish section meeting, Mrs. Carlos Mendez, Secretary. The papers given were: "Manuel Galvez and Modern Argentine," Professor Julio Del Toro, University of Michigan; "Ensalada Española," Professor Joseph Pijuan, University of Chicago.

Officers for next year were elected as follows: President, Professor Julio Del Toro, University of Michigan; First Vice-President, Mr. Stephen L. Pitcher, Director of Foreign Languages, St. Louis, Missouri; Second Vice-President, Miss Lois D. Walker, Oak Park High School; Secretary-Treasurer, Miss Lily Lindquist, Director of Foreign Languages, Detroit, Michigan; Members-at-large of the Executive Council, Miss Jessie Sentney, New Trier High School, Winnetka, Illinois, and Professor R. P. Jameson, Oberlin College, Oberlin, Ohio.

ELLEN DWYER *Secretary-Treasurer*

A MODERN LANGUAGE PROGRAM in connection with the N.E.A. meeting at Chicago was sponsored by the M.L.T. and by the National Federation. The meeting was held at the Hotel Morrison July 5. Professor R. P. Jameson, retiring president of the M.L.T.,

was in charge. The program follows: Greetings, Charles E. Young, Secretary-Treasurer, National Federation; Address, "What is Progress?" H. A. Smith, Head, Department of French and Italian, University of Wisconsin; Address: "The Present Crisis in Modern Language Teaching," Charles H. Handschin, Head, Department of German, Miami University; Entertainment, Spanish dances, musical and dramatic program. Demonstration classes: *French*, "Progress in Modern Language Teaching," Pupils of Oak Park High School, under the direction of Miss Ruth R. Maxwell; *German*, German Club Program, Pupils of Waller High School, under the direction of Miss Elfriede Ackerman; *Spanish*, First Year Work in Spanish, Pupils of Evanston Township High School, under the direction of Miss Ellen Dwyer.

A résumé of Prof. Handschin's address follows:

THE PRESENT CRISIS IN MODERN LANGUAGE TEACHING

The great achievements of the Modern Language Study have not yet been properly appreciated and made use of by teachers and school authorities. Unfortunately the hubbub over the reading method has obscured these solid achievements. We need to recall attention to what has been gained. The controversy over the amounts of reading has without doubt harmed the cause of teaching. Administrative officials think that we do not know what we want. This is a rank misconception. I may make free to state that the great mass of those who know are entirely agreed that reading is the chief aim. Some of us felt sure of this before the Modern Language Study was organized. It became evident that in order to achieve this aim, greater amounts must be read than we had become accustomed to under the guidance of direct-method reformers. The next step was taken by educational enthusiasts, viz. to relegate grammar, and to teach it for recognition only.

But the fact remains: all are agreed that reading, real reading, is the prime aim. There is a problem for each teacher to solve. It is this: I must teach a reading knowledge in two to four years in high school, or two years in college. How much time can I put on speaking and grammar and still achieve the former? Every teacher solves this problem for himself, according to his lights and circumstances; that is, every teacher who has freedom.

I wish to contribute something to the solution of this problem today but before I do let me call attention to the achievements of modern language teachers in the United States within recent years. The National Federation was founded in 1916; also its organ the *Modern Language Journal* which has in the seventeen years of its existence become indispensable to every modern language teacher who would keep up with the latest researches and in touch with his profession. The National Federation, while only a great holding organization, holds together and speaks for the regional associa-

tions in East, West, and Far West, also numerous state associations and associations in great cities, and the separate national associations of Teachers of French, German, Spanish, and Italian.

All of these associations hold annual meetings while the smaller units meet more often. Some of the regional associations as well as the associations of teachers of French, German, and Spanish conduct their own journals to serve their special needs. Cordial relations exist between all of these groups and journals and arrangement exists for reduced rates for teachers subscribing for two or more of the journals. Our purpose is to bring an organization and a journal to every modern foreign language teacher in the country.

We also seek to keep a cosmopolitan outlook and touch. To further this we have become a member of the *Fédération Internationale des Professeurs de Langues Vivantes* and the *World Federation of Education Associations*.

Beyond this we must mention the *Foreign Modern Language Study* as a most signal advance. It has not only created reliable achievement tests for all the languages concerned; it has established word and idiom counts on the basis of which classroom texts are now being constructed. Objective measurement of the results of teaching has not only been made possible but is actually going on in many if not most good schools. Studies in teacher training are having a wholesome effect on schools and teachers. Studies in objectives, and methods of attaining these, have also been made and published and so have quite radically changed both the teacher's and the administrator's approach and handling of the problems involved. Psychological study of our problems carried on here and there by interested students of the problems have given us a good start and we may confidently look for better and better teaching in modern languages.

We have sought to be practical, and to guarantee a reading knowledge in two years in college, and an elementary reading knowledge in two years in high school. Good schools do this and others will follow. But beyond this we are seeking to motivate our students in their work by pointing out real positions which are open to them. Under the care of the Federation a report on the possibilities here was made a year ago. It lists positions, lines of work and the addresses of organizations employing persons able to handle one or more modern languages, etc. This can be had in pamphlet form for twenty-five cents from the *Modern Language Journal* office.

Modern Language teachers are doing better than some years ago. More is being read throughout; less stress is being laid on speaking. Segregation into good and poor sections with no stress on speaking for the poor sections is coming in college and must come in high school. If we wish to guarantee a reading knowledge

in two years these two points must be taken advantage of to the full. But it must not mean merely old-style translation. A passable pronunciation must be taught and made habitual the opening week or weeks. Other devices are being and must be used instead of mere translation, as I shall show. Besides, we have come to make use of two kinds of reading, intensive and extensive.

Modern language teaching has been very creditable for many years in spite of what many may suppose, as I shall show from the statistics of the College Entrance Examination Board. This poor opinion of modern language teaching on the part of many is due to two things: first a misconception. That is, since we were advocating a direct method, the public expected our students to be able to speak the language taught, and since we paid considerable attention to speaking, reading received less attention and so suffered. The second point is that the public expected too much. A speaking knowledge cannot be taught in two years nor even a reading knowledge in two years in high school, unless under exceptional circumstances. But modern languages have been as well taught as any other subject and better than many, according to statistics of the College Entrance Examination Board. "It has, for the last 25 years, stood consistently well above the average (roughly 800,000 papers enter into the tabulation) which is true of no other subject except Greek. This, however, with 15,000 papers is not comparable to modern languages with 140,000 papers which means, as we know, that Greek classes were much smaller."

I suppose something should be said here about justifying a modern language as a subject in high school curriculum. We must recognize, at the outset, that we cannot justify the modern languages in the curriculum solely on practical grounds. That is the error certain prominent advocates of Spanish made. We might as well try to justify history, philosophy, a year of science, or a dozen other branches solely on practical grounds. But anyone who knows psychology and teaching knows that education must go beyond the practical. That is, the purely practical studies are perhaps reading, writing, arithmetic as taught in the common schools, and manual arts, agriculture, etc. People who know nothing beyond this could never make anything beyond a bare existence, and moreover would be ridden by charlatans and bosses worse than we now are. Even to make agriculture and manual work significant requires in its devotees something of training in fields outside their own. First, they need good habits of study which bare agriculture and manual work do not yield and, second, a knowledge of their time and of history. Here modern languages can make a great contribution: first, in transmitting a part of our social heritage as laid down in the literature and institutions of the foreign country of the present and past; and second, in continually referring to the similar problems in our country, in our institutions, economic and

social and political affairs. In this way, young Americans may learn how other nations solved and are solving many questions which are equally important to us in our own country.

Now has such a subject any justification in the curriculum? Certainly higher mathematics, a year of natural or physical science has not greater claim to utility. The proof of this is the fact that the first two years of the college of liberal arts, engineering and agriculture will accept the regular liberal arts sophomore on an equal footing with their own juniors if certain slight prerequisites have been taken. Our American theory of education, then, is that the first two years of college are liberalizing and not chiefly practical or professional. We claim, therefore, that since modern language instruction has a well-known contribution to make to this, its presence is justified in college. The same sort of reasoning applies even more perfectly to high school.

I believe the educationists who have been critical of modern language instruction will be willing to grant this contention if we can guarantee a good reading knowledge after two years in high school. We need not attain any speaking knowledge in high school and very little in college to satisfy this sort of opposition. I believe, however, it will be better that modern languages be taught in the senior high school than in the junior, for in the senior high school we shall have a better chance of achieving a reading ability in worth-while material.

Résumé of a Philosophy of Modern Language Teaching.—As a contribution to the question mentioned above the speaker proposes a new philosophy of modern language teaching. The present philosophies are (1) diagnostic (help after the damage is done); (2) teaching pattern forms in the hope that they may be useful in the future. The new proposal is to create a classroom situation in which the student desires to express himself—in English in poor sections, in the foreign language in good sections. A new technique of creating such a situation is reported concretely by records of actual classroom discussions.

THE THIRTIETH ANNUAL MEETING of the New England Modern Language Association was held at Brown University, May 12 and 13. A dinner at Alumnæ Hall on Friday evening preceded the business meetings. Professor Horatio Smith, Head of the Romance Language Department, Brown University, acted as Toastmaster. The speakers of the evening were: Mr. William B. Snow, Assistant Superintendent, Boston Public Schools and His Honor, Antonio Capotosto, Judge of the Superior Court of Rhode Island. Musical Entertainment was provided by Miss Rose Presel, Pianist, and Mrs. Carl Schrayssuen, Soprano.

The annual business meeting at 10 A.M. Saturday was followed by addresses of welcome given by Dr. Clarence A. Barbour, Presi-

dent, Brown University and Dr. A. J. Stoddard, Superintendent, Providence Public Schools.

The program of section meetings follows:

French: Chairman, Professor LOUIS J. A. MERCIER, Harvard University; Miss Helen Ray Parker, Assistant Professor of French, Directrice de la Maison Française, Wheaton College, Norton, Mass., "The teaching of French in the small New England college." Demonstration by students of Wheaton College. M. Georges Ascoli, Professeur à la Faculté des Lettres de l'Université de Paris délégué à l'Université Columbia. Conférence—"Deux tendances dans le roman paysan d'aujourd'hui: Ernest Pérochon et Frédéric Lefèvre."

German: Chairman, Professor R. McBurney Mitchell, Brown University; Professor Carl F. Schreiber, Yale University, "The William A. Speck collection of Goetheana: A Museum or a Laboratory?"; Professor Theodor Siegel, Connecticut State College. "Das neue Deutschland."

Italian: Chairman, Professor Angelo Lipari, Yale University; Dr. Mario Cosenza, Dean of Brooklyn College, "The Present Status of Italian." General Discussion.

Spanish: Chairman, Miss Marie A. Solano, Director of Modern Foreign Languages, Boston Public Schools; Professor Robert H. Williams, Brown University, "The Teaching of Spanish Composition and Conversation"; Mr. Charles P. Harrington, Kent School, "Has Spanish a Place in the Secondary School Curriculum?"

At 12:30 the teachers partook of an invitation luncheon offered by Brown University to the members of the Association, in the Faunce House Dining Hall.

The members reconvened in the afternoon for the report of the nominating committee and the general meeting: Dr. Kenneth C. M. Sills, President, Bowdoin College, "Dante and American Teachers"; Professor Albert J. Farmer, University of Grenoble, Visiting Professor at Brown University, "On the teaching of Foreign Modern Languages in the United States"; Professor Zechariah Chafee, Jr., Harvard Law School, "The Disorderly Conduct of Words."

Dr. Marjorie H. Ilsley was elected President of the Association and Mr. Max Levine was re-elected Secretary-Treasurer.

THE NEW JERSEY MODERN LANGUAGE TEACHERS' ASSOCIATION held its regular spring meeting at ten o'clock on May 6 at the Rutgers Preparatory School, New Brunswick, New Jersey. The President, Miss Margaret B. Holz, Head of the Foreign Language Department of the New Jersey State Teachers College at Montclair, was in charge. Reports were given by the secretary and the treasurer. In recognition of the loyal service of Miss Lenore Eisele of the Atlantic City High School, whose death was announced, the

entire audience arose and stood a moment in silence. Mr. Arnold Korff of the New York Theatre Guild, gave in German three dramatic readings from *Faust*; Miss Maud Rey, of Bryn Mawr, read in French from Racine and Molière; Professor Arthur Remy, of Columbia University, lectured in a very informative and amusing manner on Richard Wagner. When the meeting adjourned at twelve forty-five, every one felt that it had been both cultural and entertaining.

RHODA A. LIPPINCOTT, *Secretary*

THE SECOND ANNUAL BILINGUAL CONFERENCE OF THE SOUTHWEST was held in Rodey Hall of the University of New Mexico July 17-18 under the direction of Prof. F. M. Kercheville. The program was as follows:

Monday, July 17, Morning session.—"Address of welcome," Dean S. P. Nanninga and M. Garcia, Mexican Vice-Consul; "Aims of the Conference," F. M. Kercheville; Address—Dr. J. F. Zimmerman, President, University of New Mexico; "Testigo Presencial de la Revolucion Española," Dr. H. C. Berkowitz. *Afternoon session.*—"Economic Penetration in Pan-America," Dr. V. G. Sorrell; "La Cancion Popular en Nuevo Mexico," Prof. A. L. Campa.

Tuesday, July 18, Morning session.—"Bi-lingualism and the Educational Problem," George I. Sanchez; "El Soneto en la literatura Castellana," Jose Jordi; "Will Reading become a Lost Art?," Dr. L. S. Tireman; Address, Dr. A. S. White. *Afternoon session.*—Illustrated Lecture on Archaeological Finds in Mexico, Dr. E. L. Hewett.

As added features of the conference, a concert was given in Rodey Hall on Monday night by Ricardo Sandoval, Spanish tenor. On Tuesday night, a Spanish drama, "Rosina es fragil," was presented under the direction of Jose Chavez.

The play was sponsored by the Bi-lingual Club, an organization of the Spanish-speaking and English-speaking students of the University of New Mexico. This Club was organized for the purpose of promoting good fellowship among the men students of the University of New Mexico, and to promote an interest in the study of Spanish culture in the Southwest.

THE FOURTH ANNUAL CERVANTES DAY program was given by the Department of Spanish of Saint Mary-of-the-Woods College, Saint Mary-of-the-Woods, Indiana, on May 5. The sophomores of the department were given the Coöperative Spanish Test of the Bureau of Collegiate Educational Research of Columbia College. The juniors and the seniors attended the Annual Conference on Teacher Education in Indiana and took part in the program of the morning session when Miss Agnes M. Brady, head of the depart-

ment of Spanish of Saint Mary-of-the-Woods College, gave a paper on Extra-Curriculum Activities in Spanish at Saint Mary-of-the-Woods College. Ten aims were presented and illustrated with students' work: (1) The Spanish Club; (2) Periodical entertainments, on such days as the anniversary of the discovery of America, the Feast of Saint Teresa, Christmas and the Epiphany, Pan-American Day, Cervantes Day; (3) The Bulletin Board; (4) Travelogues . . . imaginary and frequently realized; (5) Scrap books and note books on literature, travel, commercial projects, history; (6) History charts; (7) Hints on correlating the work of various departments; (8) Outside reading contests; (9) Activities for the beginning student; (10) "Ask Me Another," done into Spanish.

The seniors who took part in the program were: Miss Mary Gertrude Quinlan and Miss Mary Lamb Crawford of Terre Haute, Indiana; Miss Eleanour Cooke, Chicago; Miss Norma Coyle, Detroit; Miss Florence Whelan, Waveland, Indiana; Miss Helene Lane, Syracuse, New York; Miss Catherine Hahn, Napoleon, Ohio; Miss Margaret Deppen, Fort Wayne, Indiana. The juniors were Miss Margaret Lowery, and Miss Gretchen Bortell of Chicago. A luncheon was served at the Deming Hotel following the session. In the evening, in the Cecilian Auditorium of Saint Mary-of-the-Woods College, under the direction of Miss Agnes M. Brady, the Spanish Department presented Gregorio Martínez Sierra's *Sueño de una noche de agosto*. The cast was: Rosario, Miss Anne Callanan, Parkersburg, West Virginia; El Aparecido, Miss Virginia Griffith, Fort Wayne, Indiana; Mario, Emilio and Pepe, Miss Margaret Deppen, Miss Estelle Hartnett, New Rochelle, New York, and Miss Daisy Kenney, St. Louis, respectively; Doña Barbarita, Miss Margaret Lowery; María-Pepa, Miss Norma Coyle; Irene, Miss Louise Fitzgerald, Dana, Indiana; Don Juan, Miss Gertrude Partridge, Bay St. Louis, Mississippi; Amalia, Miss Genevieve Hoffman, Evansville, Indiana; Guillermo, Miss Marjorie Zehr, Fort Wayne, Indiana. At the close of the program, Miss Mary Gertrude Quinlan, president of La Isabel, presented to the Dean of the College, on behalf of the club, Sopena's *Historia de España*. A reception in honor of the out-of-town guests closed the commemoration of the day.

THE FIFTY-FOURTH MEETING of the Connecticut Group of The New England Modern Language Association was held Saturday, March 18, 1933, at Albertus Magnus College, New Haven, Connecticut, with the following program: Short business meeting; A word of welcome by the President of Albertus Magnus College; The recent report of the Modern Language Committee appointed by the College Board, Prof. Horatio Smith, Brown University; Observations on Grammar in the Modern Language Course, Prof. E. W. Bagster-Collins, Teachers' College, Columbia University; Quelques

aspects du roman français au 18^e siècle, Prof. Albert Mann, Jr., Wesleyan College. Discussion followed, Prof. Arsène Croteau, Chairman, presiding. Tea was served through the courtesy of the Modern Language Club of Albertus Magnus College.

RECENT FRENCH BOOKS, selected by the French book review committee (affiliated with the Massachusetts library club's Committee on Inter-racial Service, Professor Dwight I. Chapman, Boston University, chairman), are listed below.

NON-FICTION

Bachelet, Victor, *Mon petit Trott*. Paris: Pon, 1933. 115 p. 6 fr.

Scenes from the life of Trott, a boy of ten, make up this play which has no other plot than the arrival of a baby sister. Simple style; some humor. Suitable for children or for those who like stories about children.

Bernard, Paul, *Voyageons*, by Tristan Bernard, *pseud.* Paris: Michel, 1933. 252 p. 15 fr.

A thoroughly amusing account of various incidents encountered and of divers characters met in the author's travels. The scenes are all familiar and not exciting, but make an excellent setting for the whimsical remarks of the author. Entertaining, not profound.

Fleury, Jean Gérard, *Chemins du ciel*. Paris: Nouvelles éditions latines, 1933. 204 p. 12 fr.

An account of the opening of new sky roads for the postal service in South America and of the dangers involved. One aviator falls with his plane amid a colony of lepers and has to struggle to avoid being kissed by them.

Granger, Ernest, *La France*. Paris: Fayard, 1932. 432 p. 25 fr.

A careful and complete description, not too technical, of the geographical aspects of France, of its races and of its economic life. Numerous maps and tables make this a useful reference work.

Maurel, Blanche. *Paris, ses origines, sa croissance, son histoire*. Paris: Michel, 1932. 370 p. 25 fr.

A valuable reference work on the history of Paris, its origins, causes for growth, changes, additions, government, edifices, etc. Illustrated.

FICTION

Bargone, Frédéric-Charles-Pierre-Édouard, *Les quatre dames d'Angora*, by Claude Farrère, *pseud.* Paris: Flammarion, 1933. 282 p. 12 fr.

Contrasts between the old customs and the new ideas in modern Turkey lend additional interest to this story of two Frenchmen, one a physician, the other a journalist, who fall in love with two Turkish women at Angora.

Bouchardon, Pierre, *La malle mystérieuse*. Paris: Michel, 1933. 315 p. 15 fr.

A mystery story concerning the capture and trial of the murderers of Mme Gouffé.

Delly, *Ma robe couleur du temps*. Paris: Jules Tallandier, 1933. 222 p. 12 fr.

The life and marriage of an orphan girl. A simple love story for unsophisticated readers.

Galopin, Arnould. *La résurrection d'Edgar Pipe*. Paris: Michel, 1933. 315 p. 15 fr.

A novel pitting crook against crook. Lively and absorbing story of the cunning and adroit plotting of the international thief, Edgar Pipe.

Larrouy, Maurice, *Le cargo tragique*. Paris: Fayard, 1933. 319 p. 15 fr.

A thrilling account of three French people—an old priest, a young woman reporter, and the captain of the freighter—caught between warring factions in a Chinese seaport.

Gosselin, Louis-Léon-Théodore, *Légendes de Noël* (Contes historiques), by Georges Lenôtre, *pseud.* Tours: Mame et fils, 1933. 271 p. 10 fr.

Attractive Christmas stories based on historical events of the period after the French Revolution.

Mauriac, François, *Le mystère Frontenac*. Paris: Grasset, 1933. 292 p. 15 fr.

A novel concerned with the spirit animating a French family living near Bordeaux. A son shocks the rest of the family by having literary ambitions. The harmony of the home is shattered, for the others feel that the interests of the family as a whole must come before those of the individuals comprising it.

Mélon, Pierre, *Achmet-Reis*. Paris: Denoël et Steele, 1933. 252 p. 15 fr.

Achmet-Reis, an Arab sea rover, taken prisoner by the Genoese, avenges his being sold to a French sea-captain by pillaging the castle of his captors and carrying off the women. A colorful tale of exciting adventures. The hero is a real person of the sixteenth century.

Montfort, Eugène, *L'évasion manquée*. Paris: Emile-Paul, 1933. 218 p. 12 fr.

Pierre Girard tries to escape a nagging wife and a dull existence by disappearing and assuming the name of a friend who has been killed in the war. After various adventures, he rejoins his wife and resumes his old life.

Personalia

ARIZONA

University of Arizona.—Napoleon J. Tremblay transfers from Brown University as instructor in French. The following promotions have taken place: Zela Sougey from instructor in French to assistant professor of French, John Brooks from associate professor of Spanish to professor of Spanish, Anita C. Post from associate professor of Spanish to professor of Spanish, Sidney Barlow Brown from assistant professor of French to associate professor of French. Helen Schenck Nicholson, associate professor of Spanish, goes on leave of absence 1933-34 to Stanford University.

CALIFORNIA

University of California.—William Girard retires from teaching. Robert P. Champomier returns to France to teach. Marthurin Dondo, associate professor of French, goes on leave of absence 1933-34 to Hunter College. H. M. Chevalier, instructor in French, goes on leave of absence July, 1933, to December, 1933, to France.

University of Southern California.—René Bellé, assistant professor of French, has been promoted to rank of associate professor of French. Dr. Herbert D. Austin was awarded a \$1000 fellowship for study abroad by the American Council for the Advancement of Learning and goes on leave of absence 1933-34 to Florence, Italy. Kenneth M. Bissell, professor of French, recently received the *palmes* (Officer d'Académie) from the French Government.

COLORADO

University of Colorado.—Roy A. Cox, instructor in Romance Languages, was on leave of absence in France during the spring and summer quarters.

CONNECTICUT

Wesleyan University.—Earl D. McKenzie, instructor in German, transfers out to Yale Graduate School as a student. Sten Gunmar Flygt, assistant in German, has been promoted to instructor in German.

Yale University.—George W. Kreye comes from the universities of Munich and Michigan as instructor in German. Detlew W. Schumann comes from University of Missouri as assistant professor of German. Alfred C. Mohr leaves for study in German. Adolf Wulff and Daniel Van Brunt Hegeman leave to complete graduate studies. Hermann J. Weigand, professor of German, goes on leave of absence 1933-34 to Germany and Scandinavia. Henry Peyre transfers to University of Grand Cairo as professor of French.

Andrew R. Morehouse, formerly instructor in French, is promoted to the rank of assistant professor, and Norman R. Torrey, assistant professor of French, becomes associate professor.

DELAWARE

University of Delaware.—Miss Lena L. Mandel comes in as instructor in French. Miss Marina Yunk-Kwai leaves to study in France.

FLORIDA

University of Florida.—L. C. Stevens, instructor in French, leaves.

ILLINOIS

University of Chicago.—Peter Hagboldt, associate professor of German, becomes professor of German.

University of Illinois.—Professor José A. Balseiro, of the department of Romance Languages, has been granted a leave of absence for the year 1933-34. He will spend the year at the University of Porto Rico as visiting professor appointed by the Centro de Estudios Historicos of Madrid.

IOWA

State University of Iowa.—Kenneth Brooks comes from Birmingham, England, as instructor in French. James Babock and Lucile Delano, instructors in Spanish, return from Madrid, Spain. Alice Kemp transfers to Milwaukee-Downer College as instructor.

MICHIGAN

University of Michigan.—Fred B. Wahr, associate professor, was on leave of absence in Germany first semester 1932-33.

MONTANA

State University.—Mildred Amner transfers to Fromberg High School (Montana) as instructor in French. Rudolph O. Hoffman, associate professor of Modern Languages, has been promoted to professor of Modern Languages (in charge of French), and B. E. Thomas, associate professor of Modern Languages, has become professor of Modern Languages (in charge of Spanish).

NEW YORK

Columbia University.—Professor Blanche Prenez and Professor P. Dambrin return to French lycées.

New York University.—C. E. Poovey, of the Spanish Department, transfers to Brown University.

University of Rochester.—E. P. Appelt comes from the University of Wisconsin as assistant professor of German. Mlle Olga Longi comes from Adelphi College as assistant professor of French. Wilson Micks comes from the University of Pennsylvania as instructor in French. Blanchard L. Rideout transfers to Cornell University as instructor in Romance Languages.

OREGON

University of Oregon.—A. J. Mathews transfers to the University of Georgia as instructor in French. Ray P. Bowen, head of the Modern Language Department, is to go on a leave of absence January to October, 1934 to be spent in travel and study.

PENNSYLVANIA

University of Pennsylvania.—Jerome Moore, assistant professor of Romance Languages at the Texas State College for Women, has been appointed Harisson Fellow in Romanics for 1933-34.

RHODE ISLAND

Brown University.—C. E. Poovey comes from New York University as instructor in Spanish. Louise Landré, professor of French, and Mme Germaine Landré, assistant professor of French, return to Brown after two years leave of absence. A. J. Farmer returns to the University of Bordeaux after two years at Brown as visiting professor of French. W. L. Fichter, associate professor of Spanish, goes on leave of absence for one year to Europe.

UTAH

University of Utah.—Jean Beck transfers from Stanford University as instructor in German. Paul Wyler comes from University of Basel, Switzerland, as instructor in German. Llewelyn R. McKay, of the German Department, transfers to Stanford University as fellow. John L. Ballif, Jr., formerly assistant professor of French, becomes associate professor of French. José Lago, lecturer in Spanish, goes on leave of absence for one year to Spain.

TEXAS

University of Texas.—Adjunct Professor Lancaster E. Dabney, who has been studying in France on a research fellowship of the American Council of Learned Societies, returns to the Romance Language Department.

VERMONT

Middlebury College.—Françoise Nollet, instructor in French, becomes assistant professor of French.

WISCONSIN

University of Wisconsin.—C. D. Zdanowicz, professor of French, on leave of absence, will return from Europe in October. Karl G. Bottke, instructor in French, will be given leave of absence for 1933-34 to study in France on an American Field Scholarship. André Lévêque, assistant professor of French, will be in France the first semester of 1933-34 on leave of absence.

Necrology

Miss Lenore Eisele, who for two years (1929-1931) was treasurer of the New Jersey Modern Language Teachers' Association, passed away April 25, 1933, at her home in Arcanum, Ohio. A graduate of the high school at Dayton and of Otterbein College, she had practically completed her work for a master's degree in German at the Ohio State University when the war intervened. Later she spent a year studying in Madrid and traveling through Spain. Middlebury College, Middlebury, Vermont, gave her an A.M. in Spanish in 1929. After considerable experience in teaching she came to New Jersey in 1924 from the high school in Dayton, Ohio, as a member of the faculty of the Atlantic City High School. Her intense loyalty to her school and her unflagging devotion to her work made her a valuable member of the teaching staff in Atlantic City, while her broader service in the state association created for her many friends and did much to advance the cause of modern languages in New Jersey.

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Reviews

G. T. BUSWELL, *A Laboratory Study of the Reading of Modern Foreign Languages*. New York: The Macmillan Company, 1927.

A careful rereading of this monograph brings into focus, for me, three or four points that had made but a slight impression upon me when I first read it. These are:

1. Buswell seems to make a clear distinction between a 'direct' method and an 'indirect' method of teaching (not of teaching 'reading' but of teaching the foreign language). See page 61. In only one or two instances does he later (really or seemingly) change his wording to 'direct-reading' instead of 'direct method.' Yet the Canadian Committee, sponsoring this experiment (see Foreword, p. vi) takes pains to point out insistently that Buswell did not mean this at all, but that he meant "in the judgment of the Committee" the following: "the procedure outlined by Morrison . . . as 'learning to read thought content by abundant experience in reading thought content from the beginning.'" If that was, really, Buswell's intention, he has been singularly successful in obscuring it in his monograph. It is interesting to note, in this connection, that it was a Canadian psychologist, Prof. E. D. McPhee, who, at the meeting of the general committee of direction and control in Toronto, asserted in no uncertain terms, that there was no essential difference between learning to read a foreign language and learning to read the vernacular (that they were both a result of 'specific practice': that we learn to read by reading, just as we learn to swim by swimming). Yet Buswell repeatedly warns against such a procedure. See page 48, where he says: "The reading of a foreign language requires more attention to detail than students are in the habit of giving to reading English. It apparently takes some time for this fact to impress itself upon the minds of the students and to convince them that they cannot carry over their reading habits in English to the reading of a foreign language. Genuine progress is not made until the student examines the material with sufficient detail actually to grasp the meaning."

2. Buswell states repeatedly that a record of the eye-movements of a student, silently reading a passage, gives no indication, by themselves, that the student understands what he is reading in the foreign language. In other words, the student's "eye-span" may be an eye-full-of-nothing. Presumably the students thus tested by Buswell's experiment in eye-fixations, were also adequately tested in comprehension; but the fact remains that nowhere in this monograph is this testing made available for checking and for repetition: the passages are not given in full; no questions on "comprehension"

are given; no details about the time, place, character of such testing are given to us. We are asked, evidently, to take them on faith—the faith that moves mountains. Yet I maintain stoutly that there can be no adequate test of comprehension except by translation from the foreign language into English. The experimenter may ask whatever questions he wishes (in English or in the foreign language); before translation, he cannot know, for any individual student, what questions he should ask. There is hardly a word in any passage whatever, that may not cause difficulty to some student. I have just finished the tabulation of errors made by candidates for a teacher's license in the state of New York, in the translation of a passage of ordinary difficulty from French into English. There is hardly a word in the passage that has not been misinterpreted by some student (and that includes errors in the meaning of the definite article, the indefinite article, the partitive article, the prepositions *de*, *à*, *au-dessus de*, *au-dessous de*; the tense, mode, person, and number of verb forms, the relative and interrogative pronouns, *y* and *en*: in short, practically everything that we understand by 'elementary French'). And, be it noted, these students have had an average of two and one-half years of study in the high schools and twenty-five semester hours of French in college. One hundred and sixty-four candidates made a total of over three thousand errors in the translation (and that means the rendering of the *meaning*) of twenty-six lines of ordinary French prose. I hope to make a detailed report (statistically) of this matter in a separate article. It may interest the reader to note that I asked the Modern Language Study to examine and report upon a similar group of students seeking a New York State license; I forwarded the papers to the Study (in whose storerooms they probably now are lying, covered with dust). The study was not made. Is it not permissible to think that such a study would reflect too great discredit upon the colleges (since all the candidates were college graduates, with French as major or minor subject)?

3. In this monograph (as, in fact, in all of the studies made in connection with the teaching of the modern foreign languages and of the ancient languages) I cannot help getting the impression of inadequacy, of fogginess, of elusiveness: of conclusions based upon shifting sand, of an edifice supported by crooked sticks. I feel like saying "oh, yeah?" to dozens of statements in the monograph. For example, see page 51: "Previous studies of eye-movements in reading have revealed the basic fact that as maturity is approached the number of fixations per line decreases, provided the subject comprehends what is read." Contrast that statement with the one on page 55: "This would indicate that the elementary-school group would have made even more fixations per line had all members of the group comprehended what was read." Yeah? How about their eye-fixations *if they thought they comprehended*? Scores of the would-

be teachers of French referred to above, thought they comprehended "au-dessous de" when they translated it "above" instead of "below," yet the meaning of the entire paragraph was changed by that substitution.

Is it not time that 'scientists' in other than scientific subjects should cease to claim objectivity and reliability for their investigations? No investigation is scientific, objective, and reliable, unless it can be repeated, in all its details, by any and every other investigator, and with the same results each time the investigation is repeated. And even if you should admit the validity of Buswell's experiment, consider, please, for a moment, the subjects used by him: a few pupils from the University of Chicago High School, a few from another high school in Chicago, a few college students. Compare that group (or those groups) with the 165,000 pupils in the public secondary schools of New York State, plus the 20,000 other pupils in the private schools (a total of 185,000 students of French alone in the secondary schools of this state). What validity has his investigation for all these pupils, ranging a scale of zero to 100 in ability, interest, aptitude, diligence, with a range of 65 per cent to 100 per cent in the training and ability of the teachers? The whole thing is absurd.

It is just as absurd for anyone, whether Coleman or Fife, Morrison or Judd, to try to evolve any scheme of instruction for the high schools without having an intimate personal experience with high school pupils. I submit (in the parlance of the law) that they should spend their sabbatical year in teaching in the high school; or failing that, that they should spend several years of their life in inspecting classes in the high schools. If Buswell had visited several thousand classes in Latin in all types of high schools, he would not be so ready to state that students in the high school are learning to read Latin as Latin. Ye gods! It is torture to sit through a class in Caesar, Cicero or Virgil in practically all the schools that I have ever visited (and I have visited an average of 125 schools each year for the past twenty-two years). The pupil gets the first word; the teacher supplies the meaning of the second; the pupil gets 'about' the meaning of the third; the other pupils correct him and supply the meaning of the fourth, etc., etc., *ad infinitum et ad nauseam*. Can not Buswell, Coleman, Fife, Morrison (and whoever else may be interested) see that a pupil can read a passage in any foreign language only in so far as he knows the form and meaning of every word, and the grammatical constructions involved; and that his rapidity of reading depends upon the degree of automaticity of his perception of such meanings and constructions? How can a student understand: "*de longs faubourgs à maisons basses*" (from the passage set for the prospective teachers mentioned above), unless he knows that "*de*" here is the partitive article before an adjective; the meaning of *faubourgs*; that "*à maisons basses*" is an adjectival phrase of

the same character as "la femme aux yeux jaunes"? How is a student to get such knowledge except by learning words by heart and by studying the grammar of the language? Also, Buswell complains that his subjects thought so much about the pronunciation that they failed to get the meaning of what they read; and he contrasts such reading (whether oral or silent) with the reading in the vernacular and that of the "experts" (the control subjects). But does he not realize that it *must* be so; that French pronunciation is a never-ending task for the teacher of French; and that a student can read French with ease and enjoyment only when this problem of pronunciation has ceased to be, for him, a problem? Coleman claims that attention must be paid to pronunciation, to oral work, to grammar, but only in so far as such knowledge is necessary for the reading. Well and good! That is just what we teachers are doing; but if Coleman thinks that we can do that, and read 2000 pages in the second year, and teach a recognitional vocabulary of approximately 6000 words, well, then, my advice to him is that he spend his sabbatical year teaching French in the high school.

WM. R. PRICE

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MIGUEL DE CERVANTES SAAVEDRA, *El ingenioso hidalgo don Quijote de la Mancha*. Abridged and edited with Notes & Vocabulary by Juan Cano. N. Y.: The Macmillan Company. 1932.

This is the most serviceable school edition of the famous *Quijote* published in America. I am not at all certain that even the most resourceful editorial handling of this classic could make it a suitable text for reading in beginning classes. The fact that Spaniards with the most rudimentary education read the book with profit is obviously misleading when used to justify the inference that our beginning students might do as much. However that may be, the editor has spared neither time nor patience in the preparation of this volume. He has abridged wisely, he has been thoroughly consistent in applying the latest rules to spelling and accentuation, he has compiled a vocabulary that is really the last word in completeness and clear understanding, and lastly he has gotten up a sinewy and well-balanced set of notes.

The introduction by Edith Cameron is as disquieting as it is unpretentious, but overflowing as it is with a naïve and contagious freshness of approach and closing as it does with a timely appreciation of the author's message to the youth of today, one feels as if one's slender critical flame were snuffed out—not, however, to the extent of overlooking what appear to me as minor errors or at least debatable points in some of the notes. Page 7, 12: *Hubo* here has a peculiar value, namely that of *had to*; what else could he do

but . . . ; P. 14, 9: The assumption of a partitive force in *de* is defensible in form though hardly in meaning. For whether the inspection of the books occurs all at once or in portions, the fact remains that *all* the books must be inspected to make sure that all the good ones are duly spared. If the distributive *uno a uno* were replaced by some partitive pronoun such as *unos pocos* the rendering of the passage would be clear. As it is, the partitive force of *de* would necessarily imply the examination of part and not of all the books. P. 43, 27: It is difficult to disassociate the meaning of *pathetic* from the word *triste*, and with it a certain degree of stateliness. P. 103, 27: Why *withdrawn*? Better: "The provisions gone, the party breaks up." P. 107, 29: No need of simmering it down to *latigazo* or *un varazo*. It may well be some other kind of prodding. P. 109, 21: *Herradura* is obviously suggested by the well-known pastime of horseshoe pitching but did or do Spaniards know what it is? P. 112, 16: "See how the lordlings come . . ." does not bring out the force of *con que*. "The idea of these dudes pulling off such nonsense just to poke fun at. . ." P. 120, 31: The noun implied might be *hermosuras* were it not for the meaning *che nol consente*. "That she alone of all living *creatures*, *damsels* or *females* is supremely beautiful." P. 124, 27: The translation seems inadequate. And *paymaster* is by no means a felicitous word. "A fellow who intends to honor his signature does not balk at collateral." P. 125, 27: Why is *aire* the subject? P. 131, 1: Unusual, perhaps, but scarcely archaic. *Quiere* obviously strengthens the *inevitability* of the adventure. Hence, "the adventure which is *bound* (rather than the weaker *about*) to befall me." Cf., *Quiere llover*. P. 161, 3: Wish it were so. Such fine touches are exceptional nowadays. P. 166, 30: Read *would*.

A. MARINONI

University of Arkansas

CARLOS GARCÍA-PRADA AND WILLIAM EADE WILSON. *First Spanish Grammar and Reader*. New York: The Century Company, 1932. 12 mo. xiii+406+77 pages. Illustrated. \$1.50.

Designed primarily for the rapid acquisition of reading knowledge, this grammar-reader serves its purpose admirably. The authors have incorporated in their vocabulary some 3000 words, selected from the Buchanan "*Graded Spanish Word Book*" and the Keniston "*Spanish Idiom List*," and presented, so far as possible, in order of frequency. Eight vocabulary-building exercises, in which English equivalents to Spanish prefixes and suffixes are given, a list (in the introduction) of about 100 words with English cognates, and the use of footnotes for the meaning of uncommon words tend to reduce to a minimum the amount of time and energy consumed in consulting a vocabulary or dictionary. The grammar

portion consists of thirty-two lessons, each so full of grammar rules that the student will, in the first lesson, despair of ever learning them and will content himself with merely learning to recognize examples. This is, perhaps, as it should be, since a reading knowledge is the objective, and since reading is, after all, but a series of recognitions.

The reading material, both prose and poetry, is distributed through the thirty-two grammar lessons and the eight vocabulary building exercises. In addition, there are nine selections, longer than those appearing with the lessons, comprising fifty-two pages. The reading material is carefully graded and, as a whole, of a type calculated to hold the student's interest. The language is, from the first, idiomatic and of a true Spanish flavor—a distinct treat when so many recent first-year readers have turned to a hybrid Spanish, redolent of American peculiarities of speech and idioms.

In an appendix are listed the conjugations of the more important irregular verbs, a group of exercises corresponding to the lessons, nine sets of extremely comprehensive questions as to the factual content of the nine reading selections, and an English-Spanish and Spanish-English vocabulary. There is also, in this latter section, a group of translations to be made from English to Spanish, but one presumes (and this is substantiated by the authors in the preface) that these exercises and translations are merely a concession to those teachers who wish to give their students more than a reading knowledge of the language, and are in no way necessary to the book itself.

JOHN R. YOUNG

University of Illinois

E. ALLISON PEERS. *Intermediate Spanish Composition*. New York: The Macmillan Co., 1932. 196 pp. \$1.20.

This little book presents, as the author says in the preface, composition exercises to be modelled on "reading passages which form a continuous and I hope not uninteresting narrative" of travel of a young boy in Spain. The twenty-eight lessons it contains are set up in groups illustrating various grammatical points, and being small unit lessons they are practical for grammar review purposes. There is a thirty-two-page Spanish-English vocabulary and a ten-page English-Spanish one, a grammatical appendix of nineteen pages with four blank pages for radical changing verbs and a list of twenty-eight suggested topics for additional, more advanced composition. Short exercises for oral practice are also provided in each lesson, the author believing in combination of the direct method with a solid foundation in the study of grammar. On the whole, a well planned, systematic little text.

Battle Creek, Michigan

TATIANA W. BOLDYREFF

M. H. ILSLEY AND J. E. FRANCONIE. *Contes et Nouvelles du XX^e Siècle*. Text, v-92; vocab. 93-124; New York: Oxford University Press, 1932. Price 95 cents.

The first impression one obtains in opening and glancing through this book is that its price is very modest for the type of material one finds included. The book is attractively but not too securely bound.

Eleven articles have been selected as representative of the best in twentieth century short-story literature. One cannot doubt that the editors have made a very wise selection, for a finer variety within such a limited group is hardly possible. Humorous, serious, love, adventure, religious, psychological, philosophical, fantastic themes are represented. The worth of the collection cannot be questioned when one knows that certain stories by such authors as: Mendès, Croisset, Maurois, Boylesve, France, Roupnel, and Estaurié are reproduced for the first time in American school literature.

The arrangement of the book is particularly attractive, each story being preceded by a few paragraphs about the author, his works, life, education, contributions to literature, a literary criticism, and a word or two about the particular story selected. Notes are conveniently placed at the bottom of the page instead of at the end of the book. Practically all of these notes are in French and explain difficult idiomatic constructions, dialectic or otherwise, which are printed in italics in the text of the story. The short stories are arranged in order of difficulty of vocabulary and construction, but not of charm, for the first one: "Le Vœu Maladroit" by Mendès is one of the most delightful bits of modern literature.

One notices a freedom from error both in vocabulary and phrasiological construction which merits attention. The vocabulary is attractively and distinctively modern and should bring joy to the hearts of those who have read nothing but the older literary works, as well as induce interest and enthusiasm, because of a certain spontaneity of style, in the students who are beginning a study of French literature.

The editors intend (as stated in the preface) the book for third-year high school classes or second-year college classes. It is to be doubted whether the average high school class could read it with a full appreciation of its finer literary style and content before the end of the third year or beginning of the fourth. Although in general the construction is not difficult, the vocabulary is rather difficult and somewhat unusual for average high school work. However, with a class of good readers of superior intellectual ability, the results should be excellent.

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- A. C. CLARK. *A Modern French Course for Beginners* (Part I), Crown 8vo., xvi+138 pp., cloth; and *A Modern French Course* (Part II), Crown 8vo., ix+182 pp., cloth. Philadelphia: The Peter Reilly Co.

These books present lessons in grammar, with brief practice exercises. In Part II, certain passages for reading are included, taken from Dumas's *Monte Cristo* and Mérimée's *Colomba*.

The volumes aim to prepare students for French examinations "without being coddled." It seems that this aim makes somewhat rigorous demands on young students, as for example, when they are instructed to "Practice the phrases of Lesson I and use them with words of Lesson II" (Part I, p. 5), or to "Make sentences using suitable nouns from those you have learnt" (Part I, p. 17).

Explanations and rules concerning points of grammar are given in English which often seems lacking in precision and clarity. For example, "In the imperative negative, the pronoun object stands in front." (Part I, p. 72); "Note that there is no difference in pronunciation, only in the spelling" (referring to orthographic changes in verbs ending in *cer* and *ger*, Part I, p. 73).

The discussion of pronunciation and phonetics is confined entirely to four pages in the Introduction of Part I. No phonetic symbols or other aids to pronunciation are given elsewhere; no application is made of the information given in the Introduction.

These two little volumes contain a great deal of useful information concerning French grammar and usage, with very few errors in the French phrases used, although the formula "Comment vous portez-vous?" (Part I, p. 6) seems hardly the most desirable phrase of greeting to be taught to present-day students.

The text is well printed on good paper. In Part II, blank pages are inserted frequently, bearing the heading "NOTES." These might be very useful.

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